

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

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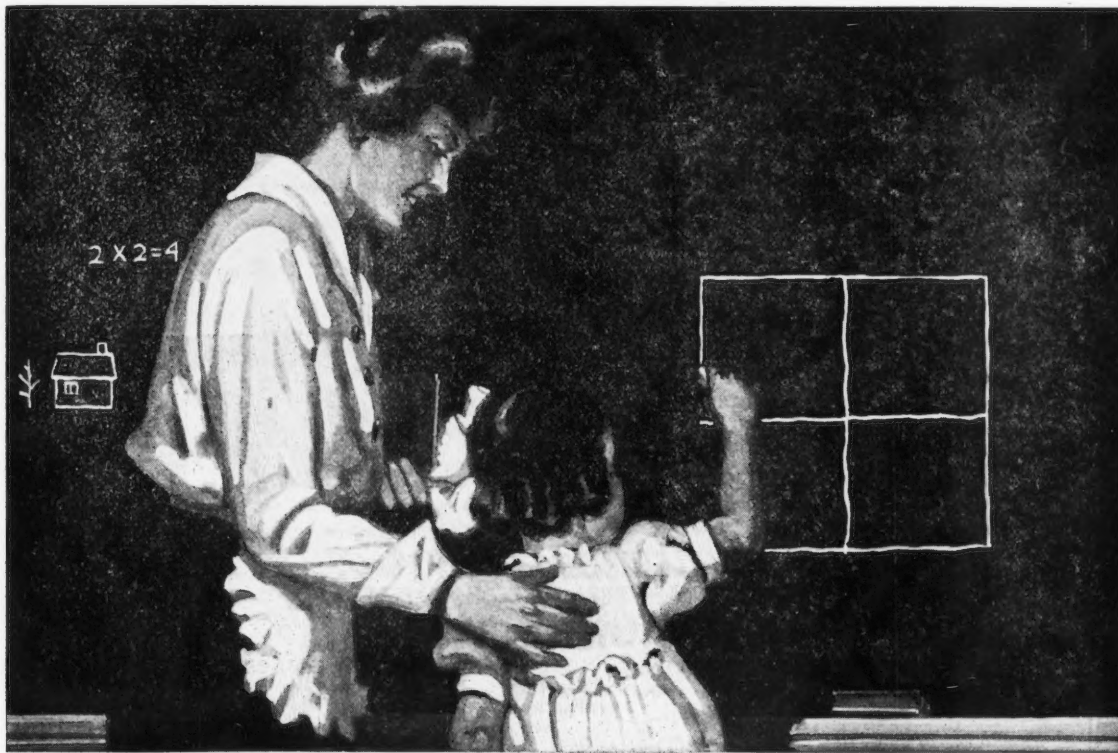
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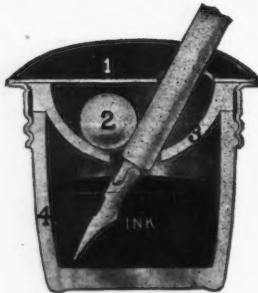


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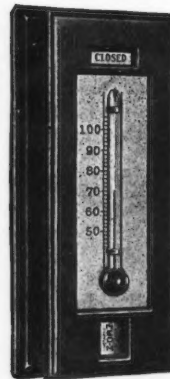
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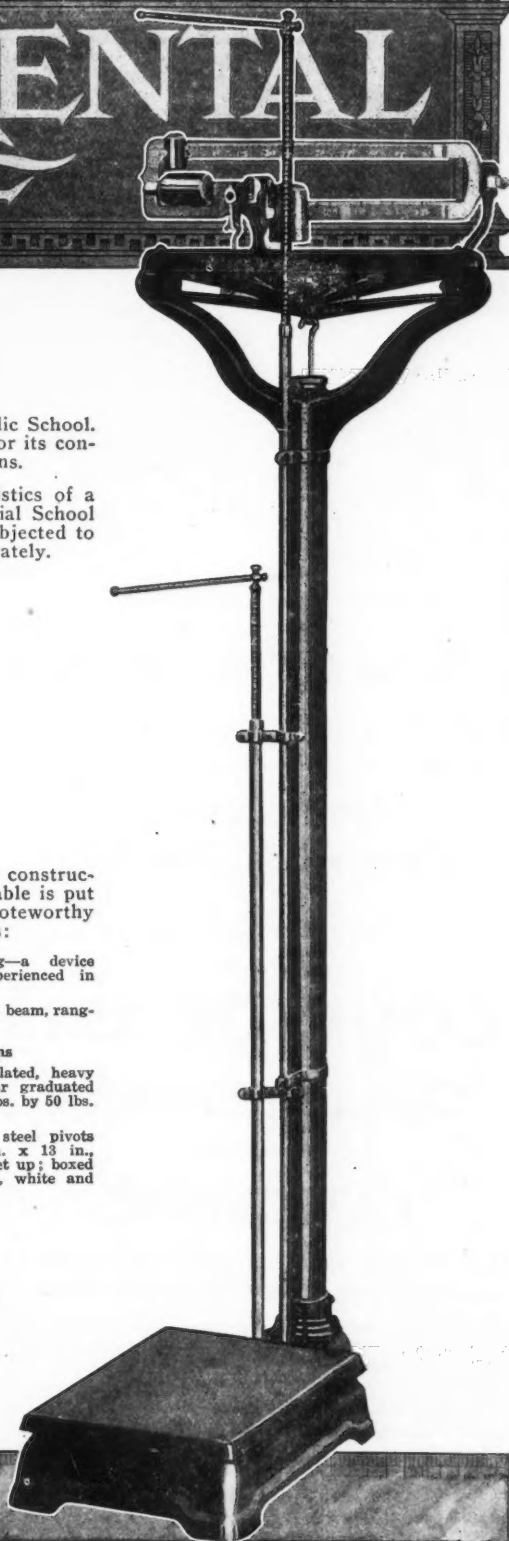
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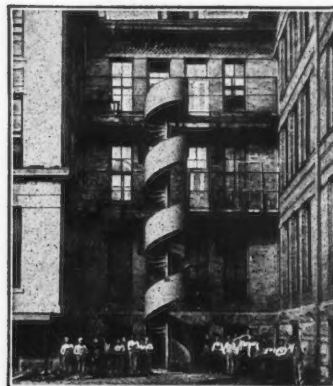
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# Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

Vol. XIX, No. X.

MILWAUKEE, WIS., March, 1920

Subscription, \$1.50 per year in advance.  
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**TWENTY YEARS OLD.** With this issue *The Catholic School Journal* completes the twentieth year of its existence. It first saw the light in this good city of Milwaukee in April, 1901, and it has been published continuously ever since.

That in itself, and as the world of publications goes, is something of a distinction. Magazine publishing is generally a very uncertain business; and in the last twenty years there have been full dozens of periodicals whose loudly blazoned entrance into the world was followed in an incredibly short time by their final and inconspicuous funeral. When we consider the necessarily limited appeal of such a paper as the *Journal* and the especial difficulties which confront the educational magazine, we are justified in complimenting the Desmond publication on its long and successful life; and we gladly extend to it our best wishes for the years to come.

Felicitations and good wishes are in order in this department, and they betoken no lack of modesty whatever, for the writer of these paragraphs is not connected financially or otherwise with the publishers. It is well, therefore, that we should take the present opportunity to say for *The Catholic School Journal* a few things which the publishers might be diffident about saying of themselves.

During the twenty years of its life, the *Journal* has given excellent service. Each month it has come crammed full of helpful, practical articles and informing items of educational news. If a list were compiled of the men and women who have contributed leading articles to this magazine during the past twenty years it would contain the name of practically every Catholic educational writer in the country. And there has not been an educational movement or happening in the country or in the world of which the *Journal* has not taken cognizance.

The editorial policy of the magazine has always leaned toward the sane and the practical. You will look in vain in the files of the *Journal* for merely ornamental and general and platitudinous discussions of educational problems; there is a field for such articles elsewhere, doubtless, but it has been the steadfast conviction of the editors that the readers of this paper, being practical teachers, want practical papers of the "how to teach" order. And it has been the effort of the editors to secure the services of the best practical teachers from ocean to ocean.

*The Catholic School Journal* has staunchly lived up to its name. It has been Catholic—thoroughly, uncompromisingly Catholic—in word and in work. It has made a specialty of publishing series of articles on the most important of the Catholic teacher's duties, the teaching of Christian Doctrine; and in its discussions of the teaching of the secular subjects it has been ever mindful of the needs of our schools and of the possibilities of the correlation of history and literature and science with the central and all-embracing subject of religion.

The high standards of *The Catholic School Journal* were set and for many years maintained by its founder and first editor, the late Thomas A. Desmond. His enlightened interest in the work of our schools, not less than his exceptional tact and business ability, insured the success of the publication almost from its inception. He was sanely progressive and at the same time soundly conservative. His one desire was to make the paper an aid to our teachers, especially to our young teachers, and to supply their pedagogical needs. The present publishers, members of Mr. Desmond's family, have followed faithfully in his footsteps and are monthly widening the trail which he so successfully blazed.

## Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

So gladly we toast *The Catholic School Journal* on this, its completion of twenty years of life and service. And we ask for it the continued blessing of God, the continued approval of the Bishops of the country and the continued support of our several teaching congregations.

The advance in the cost of paper and of labor has naturally affected the financial interests of the magazine; hence the imperative need of more and more subscribers. Are there not some of our schools not yet on the list? And would it not be possible, and profitable, for some of our larger houses to take several copies of the *Journal* instead of one or two? At any rate, a few new subscriptions would be a most welcome birthday gift for this twenty-year-old veteran of Catholic education. *Ad multos annos!*

**THE CHEERFUL GIVER.** The superficial student and the superficial pietist are both likely to be gloomy persons. They experience the growing pains of the mind or of the soul, and it is hard to be at once both painful and cheerful. This may account for the undue seriousness—not to say melancholia—which so often characterizes some members of teaching communities. Likewise, it may account for the resentment which any intimation that either a saint or a scholar could laugh invariably arouses in some withered breasts.

But the real saints and the real scholars were in the main joyous souls; and they were joyous souls because they were cheerful givers. They gave—unto God or unto men for God's sake; and they gave with gladness. For all their holiness and all their learning, they were as laughing little children clinging to the Divine Hand. Of many of them it might be said, as Leonardi Bruni said of Dante:

"It was remarkable that, although he studied incessantly, no one would have supposed from his happy manner and youthful way of speaking that he studied at all."

The affair of salvation is a very serious business; and so is the ascent of the mount of learning. But that is all the more reason why the climbers should be cheerful and serene; why they should make glad the hearts of their fellows; why they should greet the unseen with a cheer.

**VIOLET DAYS.** The recurrence of the holy season of Lent should be a reminder to both teachers and pupils that in the philosophy of Catholic life there is the recognition both of suffering and the necessity of doing penance. More consistent far than those Pollyanna Christians and near-Christians who deny the existence of pain both in this world and in the next, the Catholic bravely faces facts, accepts a measure of suffering as a gift of God and as a punishment for sin and as a salutary means of discipline.

It will be well for us teachers to form our children to right thinking and right feeling and right willing concerning both voluntary and involuntary penance. We must bring them to see God, and an infinitely loving God, behind all the sorrows and sufferings of life. We must bring them to see that it is God and the thought of God, which makes mortification good and salutary. For without God behind it, pain is a thing of no value.

Lent is not only a season of penance; it is likewise a season of prayer. During these violet days our pupils should catch from our words and our example somewhat of the spirit of prayer, somewhat of the love of prayer, somewhat of a perception of the paramount necessity and the unflinching consolation of prayer. In particular



they should learn to know more about the central and sublime Catholic prayer, the Holy Sacrifice of the Mass.

**GENTLEMEN AND OTHERS.** One of our Catholic lecturers not long ago gave a talk on "Some Literary Gentlemen—and Others." He made a rough classification of writers as gentlemen—and others. Among the gentlemen were Virgil, Dante, Calderon, Thackeray, Hopkinson Smith; among the others were Horace, Milton, Lope de Vega, Dickens, Theodore Dreiser. It might be a harmless and stimulating exercise some free hour to make up such a list among the writers we know and to compare notes with a friend or two. Of course, the classification depends on your definition of a gentleman.

**THE MUSIC OF THE SPHERES.** The kingdom of art, at its truest and purest and best—in literature and painting and music—knows no national boundaries. In these days when the vogue seems to be the inculcation of a cheap and narrow sense of patriotism, it is well to ponder the universality of scope and appeal which marks the world's immortal artists. They are not of an age, but for all time; their heritage is not a principality, but the world—the world, at least, of the men and women who belong to the aristocracy of the spirit. It is well that we should appreciate the bearing of those words of Gluck, uttered a century and a half ago:

"By fine melodies and natural feeling, by a declamation which shall closely follow the prosody of each language and the character of its people, I am seeking to find a means of writing music which shall suit all nations, and eliminate the ridiculous distinctions between music of different nations."

**TO PRESERVE ONE'S BALANCE.** Even good people—even very good people, in fact—fall into error because they take themselves too seriously. They may even have a fund of a sort of personal humility, but they are filled with what Shakespeare so aptly styled "the insolence of office." We all know teachers like that—folks intrinsically as gentle as sucking doves but roiled to righteous wrath at any disrespect paid to them in their official aspect. And similarly, modest and unassuming students of a sudden grow stubborn and defiant when something which they consider important is touched.

It all comes from a defective sense of proportion, from a failure in perspective. Let us all try to absorb the full meaning of what Herbert Spencer had in mind when he wrote:

"What I need to realize is how infinitesimal is the importance of anything I can do, and how infinitely important it is that I should do it."

And here the English philosopher mentally joined hands with the Spanish mystic who wrote:

"A straw lifted from the ground in virtue of obedience is better than martyrdom suffered through self love."

And yet, and yet! Isn't the poor old world a long, long time learning such fundamental lessons?

**AN IRISH ESSAYIST.** It is well to buy bonds, and well to applaud Irish orators and well to love the little green isle; it is also well to get hold of "The Day's Burden," by the late T. M. Kettle. This succulent volume (Charles Scribner's Sons, New York) is published posthumously, the author being one of the many Irishmen who lost their lives while wearing the English uniform in Flanders. A stylist and more than a stylist is Kettle. He can write, when he chooses, as brilliantly as Chesterton; and he can think, when he chooses, as deeply. A varied sheaf of his writings is here given us—political addresses, studies in economics, literary criticisms, unconsidered trifles; but all are exquisitely done. A good deal of a wit and a wee bit of a cynic is Kettle, with a ready response to time-worn arguments and a quick perception of underlying truth. Here are one or two of his tidbits:

"After all, there is the two-edged sword that will never fall you, with enthusiasm for one of its edges and irony for the other."

"We have discovered that nobody is wise enough or pure enough to bear the temptation of uncontrolled power and we are endeavoring as far as possible to remove such occasions of sin."

"Law and order are not absolutes, but merely means to an end. To mistake them for ends in themselves is to regard the shell as the important element in the egg, the fence as the important element in the field."

T. M. Kettle's widow, by the way, is a sister of Mrs. Sheehy-Skeffington.

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## Mood in the Essay

By Brother Leo, F. S. C., L. H. D.



BROTHER LEO, F. S. C.

performances, vari-colored lights are cast upon the stage and the performers, and surprising and delightful effects are thus secured. The scene and the costumes remain the same, and yet they acquire a different appearance with each light that falls upon them. So it is with our lives. The facts of life, the realities of life, remain ever the same; but the moods casting upon them various colors—now yellow, now crimson, now pink, now blue—change their aspect and lend them various degrees of attractiveness and charm.

Writers such as Charles Lamb, who are especially gifted in the facility for conveying and stimulating moods, are like the manipulators of the colored lights in the theater. Ordinarily they tell us nothing new; but they enable us to see old things and familiar things in novel and fascinating lights. This is not the least of the consolations we are able to derive from the study of literature, and it should be given due prominence in the teaching of both poetry and prose. Let us learn to enjoy the witchery of the colored lights by sitting in the auditorium while familiar persons and things occupy the stage and the gentle Elia manipulates the calcium.

First of all, a lady walks upon the stage. She is our aunt. Now there are all sorts and conditions of aunts; and there are all sorts of ways of considering aunts. There are indulgent aunts, and sinister aunts; aunts with the demeanor of a martinet, and aunts with the disposition of an angel; aunts tall and angular, and aunts plump and rosey; aunts who give us cakes and apples, and aunts who give us lectures. And the same aunt may assume several distinct aspects according to the quality of our moods and hers. In his essay on "My Relations," Lamb throws a pale green light upon his aunt, and presently we see her as "one whom single blessedness had soured to the world," "from morning till night poring over good books," "a fine old Christian" "with some little asperities in her constitution." It does not take much reading between the lines to discover that the shorn lamb must have suffered somewhat at the hands of this painfully pious old lady, but his mood will not suffer him to dwell on the tears of his youth. The passing years are great softeners of hardships, and in the pale green light the lady seems a bit odd but fairly lovable.

In several of the essays Lamb chats about old players whom he had admired and loved. He reveled in the theater because he reveled in life, and his heart was filled with keen and not unspoken gratitude to the men who had strutted and fretted their hour upon the stage. Let us read "My First Play," "On Some of the Old Actors," "On the Acting of Munden," "Munden's Farewell" and "The Death of Munden." In these beautiful papers the author casts upon the stage and the players a soft orange glow in which all the harsher outlines are softened and everything about the theater worthy of

praise and honor is heightened and improved. How different is this mood from that which characterizes Gossen's "School of Abuse" or that which animates some present-day editorial writers who seem intent on finding in the drama only that which may be censured and abused! And how delicately does the soft orange light enable us to draw the distinction between the man and the actor:

"The regular playgoers ought to put on mourning, for the king of broad comedy is dead to the drama!—Alas!—Munden is no more!—give sorrow vent. He may yet walk the town, pace the pavement in a seeming existence—eat, drink, and nod to his friends in all the affectation of life—but Munden,—the Munden!—Munden, who with the bunch of countenances, the bouquet of faces, is gone forever from the lamps, and, as far as comedy is concerned, is as dead as Garrick! When an actor retires (we will put the suicide as mildly as possible) how many worthy persons perish with him!"

Wonderful, truly wonderful, is that soft orange light of a mood. It warms our hearts and it brings the ready tears to our eyes; and to our memory it recalls the old days and the old plays and the transitory character of human fame. And it leads us gently to face the truth that we are all actors in what Calderon called the Great Theater of the World, and that the green curtain called Death is ever pendant, waiting for the Prompter's bell.

Yes, we are all actors; and there are times when we all love to play—to play in the spacious Garden of What Might Have Been and to cull the fanciful and fragrant flowers known as Won't-Come-Trues. Our smiling magician of the calcium lamp now floods the stage with rosey lights, and we all delightedly join in the joyous game of "Let's Pretend." Read "Oxford in the Vacation" and you will find out what I mean. Lamb shows us the sorely tried and very tired little clerk in the South Sea House reaching out in imagination for the scholastic honors which were destined never to be his. Like the little boy in one of Thomas Hardy's unpleasant novels, he yearns for the light and learning of the university town; and in fancy he finds more recompense there than Jude the Obscure found in the reality. He goes to Oxford in the vacation and pretends he is a student—and a don:

"I can here play the gentleman, enact the student. . . . Here I can take my walks unmolested, and fancy myself of what degree or standing I please. I seem admitted *ad eundem*. I fetch up past opportunities. I can rise at the chapel-bell, and dream that it rings for me. In moods of humility I can be a Sizar, or a Servitor. When the peacock vein rises, I strut a Gentleman Commoner. In graver moments I proceed Master of Arts. . . . Only in Christ Church reverend quadrangle, I can be content to pass for nothing short of a Seraphic Doctor."

But life is not all roses—nor rose colored lights. Too long we may not linger in the Garden of What Might Have Been. We who read these lines are by profession teachers, pedagogues, educators—or schoolmasters, as Lamb would say. Can the whimsical Elia throw one of his colored lights upon our like and work, can he make us forget the chalkdust and the exercise books and the scraping feet and the three o'clock fatigue? Can he smooth the furrows from our disciplinary brow and make us smile at ourselves? Can he give us help and inspiration for the days to come?

The answer may be found in "The Old and the New Schoolmaster" and "Christ's Hospital Five-and-Thirty Years Ago." From the point of view of modern "scientific" pedagogy, Lamb is doubtless very deficient both in wisdom and grace; he is not "up-to-date" at all. But—and this is a vastly more important matter—he is human, glowingly, irrepressibly human. Much of the little play at Christ's Hospital is enacted while Elia floods the stage with a light sad and dully blue; but even there

flashes through now and again the gold of his quaint and dainty humor. All of us will find in this pensive reminiscence material for reflection and for resolution. And all of us may fittingly apply to ourselves some part of the description of the temperamental Boyer:

"He had two wigs, both pedantic, but of different omen. The one serene, smiling, fresh powdered, betokening a mild day. The other, an old discolored, unkempt, angry caxon, denoting frequent and bloody execution. Woe to the school, when he made his morning appearance in his passy, or passionate wig. No comet expounded surer."

All the glory of his golden pink rays Lamb now pours on what the modern world would consider the most useless and cumbersome of all our heritages from the past—the sun dial. In his "Old Benchers of the Inner Temple" he thus glorifies the dial and with mock indignation castigates the moon-faced and officious clock:

"What a dead thing is a clock, with its ponderous embowlements of lead and brass, its pert or solemn dullness of communication, compared with the simple altar-like structure, and silent heart-language of the old dial! It stood as the garden god of Christian virtues. Why is it almost everywhere vanished? If its business use be superseded by more elaborate inventions, its moral uses, its beauty, might have pleaded for its continuance. It spoke of moderate labours, of pleasures not protracted after sunset, of temperance, and good hours. It was the primitive, the horologe of the first world. Adam could scarce have missed it in Paradise."

This mood—a fullness of the golden light of love for things old-fashioned and for song long sung—is the prevailing, the distinctive, the characteristic mood of Charles Lamb. And that is why, it seems to me, he should be assiduously read by young men and women, especially by young teachers. For the ordinary trait of youth is impatience of the old, and Elia, so shrewd and good-humored and observant and ready of phrase, will act as a salutary corrective. He merits the attention and the love of children, too, for he, more than most English writers, will teach them the much disprized virtue of reverence; he, more than the flashy and superficial idols of their untutored hearts, will develop their bump of veneration.

Lamb—and in his case we may profitably study the man in order to love the writer—had a number of delightful perversities. Warned by a friend that he should write more for the age in which he lived, Elia contemptuously replied, "Hang the Age!" And expressed his determination to write for posterity or for antiquity—it didn't matter which. He was an urban soul, and had little sympathy with the poet's wailing verses about the "bruising city." When Wordsworth dilated on the natural glories of the lake region, Lamb retorted that not all the rural scents of Windermere were as savory in his nostrils as the smell of a bakeshop in the Strand.

A genuine humorist is Charles Lamb; and like every true humorist, he knew the meaning of suffering and of sorrow. We have no space here to dilate on the great shadow that lengthened itself through most of his years, of the happy hopes which at the call of duty he manfully put aside, of the anguish which might have driven a lesser soul into pessimistic bitterness but which in his case was but the steel on which he sharpened the edge of his genial wit. Those of us who would know him at his finest and truest and noblest and best, those of us who would seek his mastery of the moods at its highest manifestation would do well to read—several times—his little essay, "Dream Children: A Reverie." Permit me to stress that "several times." First impressions may be misleading; but final impressions will bring us verily to the heart of life.

In this life of ours there are different days for different moods, and different moods for different days. And there are writers to suit every day and every mood. There are moods for Browning and days for Shelley, days for Carlyle and moods for Belloc, days and moods which blend harmoniously with Francis Thompson and Crashaw, with Kipling and old Robert Herrick. But Charles Lamb—and of how many writers may this thing be said?—has a page for every day and for every mood. Happy are we and happy are our pupils when we have learned that on days gray or gold, in moods wailful or serene, we may find congenial company in the pages of Elia.

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# THE EVOLUTION OF THE NOVEL.

By THOMAS O'HAGAN.

M. A., Ph. D., Litt. D. (Laval), L. L. D. (Notre Dame).  
Member of the Authors' League of America.

(Editor's Note.—This is the third and final article on the subject by the author.)



Dr. Thomas O'Hagan

French Revolution and Scott voiced this reaction.

When Scott dealt with lowly life he was a realist, but his prevailing mood was romantic. The largest number of his romances have to do with the reigns of the first three Georges; his most distinctively historical novels have to do with the reigns of Elizabeth the First, James of England and the Protectorate of Cromwell; his histories in which there is most romance have to do with the Crusades, the Age of Chivalry and the struggles of the Stuart Pretenders, to recover the throne of England. Taken altogether Scott's novels form the finest series of historical scenes in the whole range of fiction.

The weakest point in Scott is his plot and some one has said that if the author of Waverley worked on Hamlet the character of the melancholy Dane would have been subordinated to the drinking scenes of Rosencrantz and Guildenstern. The Heart of Medlothian is probably Scott's greatest achievement in fiction.

Thackeray is the supreme master in fiction. Neither Scott nor Dickens nor Fielding nor George Eliot is his equal. His place in English literature must be determined by either Vanity Fair or Henry Esmond.

Dickens and Thackeray were both realists and idealists though Dickens was the greater idealist of the two. Dickens created for art the London of the middle and poorer classes. Thackeray did the same for the London of the upper classes and those who would imitate their ways. Both Dickens and Thackeray were stronger in characterization than in plot construction. Dickens is perhaps best in the Pickwick Papers, David Copperfield and Great Expectations.

The last quarter of the nineteenth century brought forth a swarm of novelists, whose work has been good, bad and indifferent. Chief among these have been Thomas Hardy, R. D. Blackmore and Robert Louis Stevenson, whose best work respectively are, Far From the Madding Crowd, Lorna Doon and Treasure Island. Nor should the work of Bulwer Lytton or George Meredith be here forgotten. Then we have the Scotch triumvirate, Barrie, Crockett and McLaren—"the Kailyard authors." Marion Crawford and Conan Doyle are also well known writers of fiction, the former finding his themes and plot chiefly in Italy, where he spent most of his years.

Among distinctively Catholic writers of fiction the best and most popularly known undoubtedly is Canon Sheehan. The writer remembers seeing his New Curate translated into Italian and French in the bookstores of Malta and in Louvain, Belgium. Canon Sheehan's clerical characterizations are full of truth, humor and sympathy.

Touching Irish fiction mention should here be made of Carleton Lover and Lever. Then we have Justin McCarthy, the two Bensons, William de Morgan, Rudyard Kipling, John Galsworthy and H. G. Wells. I have not here touched upon American novelists, as that would require a separate paper. True fiction, one should remember, is life, but unfortunately much of our fiction today is but a transcript of life.

# CATECHISM—TEACHING.

Rev. M. V. Kelly, C. S. B.

VII.

Learning by Rote—(Continued)

The prominent educator whose dictum I quoted in the last issue makes the following rather trenchant pronouncement on the particular method now under discussion. "To insist upon a book of questions and answers being learned accurately by rote is to assume that there is to be no real contact of thought between scholar and master, that all the questions which are to be asked are to take one particular form, and that they all admit of but one answer. There is no room for inquisitiveness on the part of the learner nor for digression on the part of the teacher, no room for the play of the intelligence of either around the subject in hand; the whole exercise has been devised to convert a study which ought to awaken intelligence, into a miserable mechanical performance, and two people who ought to be in intimate intellectual relations with each other, into a brace of impostors—the one teaching nothing, the other learning nothing, but both acting a part and reciting somebody else's words out of a book." Unsparring as his words appear they not inaptly describe what frequently takes place during the half or three-fourths of an hour the child is obliged to spend in a catechism class.

As evidence of the extent to which the convictions of a great catechist of a previous generation harmonized with the theory of modern educators allow me to appeal to the saintly Father Furniss, C. S. S. R., so often referred to as the apostle of children. In his "Sunday School or Catechism" he gives several pages of specimen questions and answers on different subjects, clearly laying it down, however, that "these questions and answers do not suppose any previous learning by heart. They are intended to suggest ideas to children rather than a given form of words to be learned by heart. A distinct and simple idea will remain in a child's mind when a form of words even often repeated will not remain."

The method advocated in this paper—catechism with the minimum of memorizing verbally—had an ardent advocate in the late Rt. Rev. Bishop Bellord, in whose all too early demise the cause of religious instruction suffered a loss really irreparable. The preface to his admirable catechism boldly announces his plan in the following words:

"This Catechism appeals chiefly to the intelligence of the learner, and not solely, or even primarily, to the merely verbal, mechanical memory. The repetition of long formulas difficult to understand is not knowledge; learning by rote should be secondary, and an occasional aid only to the exercise of the intelligence.

"The chief feature of this Catechism, on which the author principally relies for its success, is that very little of it is intended to be learned by rote, word for word. When children have read a lesson once or twice, or have it read to them, and are then questioned about it, it will be found that they quickly get into the way of attending to sense rather than to words, and of answering more intelligently and accurately than when they are limited to one cut-and-dried set of half-understood formulas. Everything is intended to be, in a broad sense, "committed to memory;" but the author deprecates the insistence on unimportant verbal minutia. This only eliminates the attention from that which is more important—the meaning of the truths."

On the other hand, while learning by rote is the well-nigh universal practice, I should like to ask on what authority do we maintain so positively that children must learn their religion in this way? When and by whom was this method decided upon? Or rather was there ever an authoritative decision given to this effect? To all of us who grew up under the system it was represented as an inviolable tradition. No other system could be tolerated. Very often it has been the sole test. A child who has not memorized the answers given in the catechism is ipso facto pronounced delinquent, and will probably be considered unprepared for Confirmation. Thus the practice has obtained so undisputed an ascendancy we never think of questioning the legitimacy of its origin.

Personally I am disposed to suspect that the prevailing custom is nothing more or less than a traditional abuse, which has acquired something like a prescriptive right,

as the greatest abuses have more than once succeeded in doing.

One consideration is inevitable. This method is precisely what we should have expected of the unskilled teacher, and most of us have spent many an hour learning catechism under the authority of those who meant well and did their best, but who had little experience and less training in the art of pedagogy. It is only the exceptional father or mother who has spent years in the management of a class-room; the young lady with professional experience who will generously give her Sunday afternoons to the Sunday school is still more markedly exceptional. Usually therefore our catechism teachers knew little of teaching. Their devotedness made up for all kinds of deficiencies, but the one fact with which we are here concerned remains—a question and answer text book in their hands necessarily meant that every answer must be scrupulously learned by rote.

We, as pupils, accepted the method as a matter of course irksome as its application usually proved. Perhaps relentless insistence upon it, in spite of its irksomeness, any case it was in force everywhere, no less in the Sunniness only served to convince us of its importance. In day school than in college classes later on. The day eventually came when as junior assistants we were assigned the duty of visiting the parochial school. Here again the same system prevailed. Who were we to assume that all this stern adherence to a practice was totally and radically a mistake? Instinctively, unquestioningly, almost unconsciously, we accepted conditions as we found them and vigorously demanded that the words of the book be repeated accurately at any cost. Our successors had had much the same experience and made the same contribution to the support of the system. Thus the tradition has been maintained. Catholic schools, teachers and clergy have clung to this practice not because any council, ecumenical, provincial, or local had ever enjoined, not because names of distinguished educators could be quoted in its support, not because its merits had been substantiated by thorough inquiry or experiment, not because its superiority in results was undisputed, but simply because it had been in possession from time immemorial and we instinctively accept what time and universal adoption seem to have sanctioned.

Another potent influence has been at work helping to perpetuate this notion. Down to the present generation the class-rooms of our colleges attached what is now considered undue importance to verbal recitations as a means of making progress in secular studies. For reasons which need not be dwelt upon here we have been the last to abandon the practice. It is at last gradually disappearing—perhaps has disappeared. If there still remain a teacher of Latin grammar who makes his duty consist in hearing the pupil recite rules of syntax, quote examples, enumerate exceptions, repeat the "remarks," the "observations," all this with a faithfulness that could not be surpassed in memorizing the Apostles' Creed, and so, day after day, until a hundred or more of such rules, examples, exceptions, remarks, etc., have been accurately committed; if there still remain a teacher of English grammar who insists on all the theory being learned by rote and pays no attention to the exercises supplied by the author, if there be a teacher of geography the walls of whose classroom are never disfigured by maps, it being considered sufficient to require an exact memorization of the words of the book, if there be a teacher whose conception of schoolkeeping is summed up in the instruction, "Go and learn that lesson and then come and say it to me," let us hope such case enjoy a blissful isolation. Nevertheless this method—or rather lack of method—obtained not so very long ago. In the work of religious instruction, therefore, should we be surprised to observe a general disposition to fall back on a word-for-word recitation of the Catechism?

#### Call for Binders.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.

#### TEACHING CHILDREN TO THINK.

Sister M. Generose, O. S. F., M. A.

(Continued from February Number)

A child's first book that has nothing in it except, "I see a cat," "A cat sees me," "I see, I see, I see, I see a boy, etc.," gives no valuable thought content, makes no appeal to the mind, furnishes no incentive to activity. The "I'm a cow" method, "hear me moo," etc., establishes wrong thought content. Again such isolated subjects as a beetle on one page and a guardian angel on the next destroy unity of thought. Animal stories that prompt children to imitate these animals are debasing. "The beetle is our brother" is a thought discordant to the child's concepts and beyond the range of his judgments. The Culture Epoch Theory as expressed in some readers is **right in method**, (which makes it more dangerous), but **wrong in content**. Religion should be the central theme of all the thought material presented to the child. The basic thought in the Lord's prayer is the fatherhood of God. In the little child, feeling, instinct and emotion are merged. From the concept of home he reads all things. The idea of home is the first the child gets and he gets it **not from words** but from actual experience. Supernatural truth, not dog, cat, etc., should be made the central thought. There is no question of choice if the matter of supernatural life is to be developed properly. The central concept of natural and supernatural life—**home**—must be given to the child early in life.

With such a work as Dr. Shield's First Book you see the base of man's conscious life, his fivefold inheritance. The subject matter lays hold of the child's instinctive tendencies. You reach what is in the child and graft on the new truth. This keeps his thoughts in constant operation. Thus the growth is strong because it is vital. Just as the sap from the native root flows into the engrafted shoot and vivifies it, so the native instincts vivify the thought based on them. The shallow nothingness given the children in many primary rooms is an unpardonable offense against the child and society.

We find the plan of study or thought development in the parables taught by our Lord. Take for example the Parable of the Lilies: In the imperative, "Behold the lilies," we see an appeal to the senses or a recall image. "They neither sow nor spin," contains material for introspection and comparison. "Your Father who is in Heaven, etc.," carries the child's mind above the natural to the supernatural. The final passage, "Seek, ye therefore, etc.," contains the practical conclusion.

A lesson that does not give stimulus to action is worse than no lesson. Every lesson should have these four elements. Every lesson should have a central theme or thought toward which all part of the lesson, story, song, drama, busy work, and even numbers should converge.

Organization of the mental content is imperative, the cognitive elements should not be scattered. The child needs statements and must take truth on authority. Reason and inference are beyond him but he is growing toward them. As has already been stated, if the thought is to function properly it must find means of expression. An impression carried to the brain by an afferent nerve does not find a resting place there, it must have an outlet. The following illustration shows this:

sensation  
afferent nerve  
brain  
efferent nerve  
action

The above is biological; the second, social—

brain  
sensation  
science, letters  
art  
social group  
biological  
action

All things go out and return. We find the cycle everywhere. If the thought is not expressed it remains as a fragment of unorganized knowledge or drops out of the mind entirely. Get the child's movements organized according to an external standard to secure unity of thought.

The primary teacher violates every law of mental development and does an irreparable injury to the mind of

(Continued on Page 494)

NEWS NOTES OF INTEREST.

Fordham University is to have a memorial gate to her dead of the World War. Fifty-eight of the sons of the old Bronx college of New York died in the service of their country. Her total contribution to the war service was 1,771, alumni and students.

Hundreds of entrance applications received at Notre Dame University at this early date indicate a September college enrollment for which the faculty has already begun to make extensive provision.

Arrangements for the third session of the summer schools are under way.

Officials of the University of Notre Dame who long kept from increasing rates have been obliged to raise them with the beginning of the second term.

It became known, during the past week, that Rt. Rev. Bishop Donahue has been selected as one of the representatives of the Catholic hierarchy of the United States, to go to Rome, to be present at the canonization ceremonies of Joan of Arc. Bishop Donahue has announced his intention of sailing for Europe about the middle of April. He was selected to attend the ceremony at Rome by special request of Cardinal Mercier.

Fire of unknown origin destroyed St. Vincent's Convent and School of Dubuque, Iowa, on the night of February 10. The loss is estimated at \$40,000. Ninety girls and fifteen Sisters who were in the Convent escaped.

The Catholic Sisters College at the Catholic University, Washington, now enters upon its ninth year. It is the college for the Catholic Sisterhoods of America. So far it has instructed 200 lay women, 1,800 Sisters from 151 distinct religious congregations, representing practically every state in the union. On the same terms as the Catholic University students, 341 academic degrees have been conferred, of which 214 were Bachelors of Art, 115 Masters of Art, and 12 received the degree of Doctor of Philosophy.

Catholics of New York City have inaugurated an active campaign to teach children, particularly children of foreigners of that faith, the evils of socialism, bolshevism, anarchism and other forms of radicalism. The drive, which has the support of Archbishop Hayes and was started under his direction, covers every district of the city, and is conducted by more than 500 Catholic school teachers. They volunteered for the work and are organized into the "Workers for God and Country."

A Catholic university for New York is the aim of a movement launched at the fifty-first annual dinner of the Alumni Society of Manhattan College. One of the chief speakers was Archbishop Patrick J. Hayes, who graduated with the class of 1888.

The Dominican Sisters in charge of the Dominican College at San Rafael, in California, have added a tract of 50 acres to the college grounds. The Sisters mean to raise fruit and vegetables for "home consumption."

In response to an insistent demand for a business school of college grade the trustees of Creighton University of this city have decided to open a school of commerce, accounts and finance at the beginning of the fall term next September.

The National Service School for Women, under the auspices of the National Catholic War Council, has attracted nation-wide interest among earnest young women anxious to take a useful part in the "after the war" reconstruction work of the Catholic Church. The school opens its next term of six months on March 15 at Washington, D. C.

Notre Dame graduates of 1908 have commissioned a sculptor in Washington to design a bronze bust of Very Rev. John Cavanaugh, former president of the university. When completed it will be placed in the new \$350,000 alumni hall, which is now in the course of construction.

The College of the Holy Cross, Worcester, Mass., is campaigning for \$1,000,000 for the purpose of increasing the facilities of the college so as to accommodate more Catholic young men who seek to become students at the institution.

The American College of the Immaculate Conception at Louvain has been re-opened. Twenty-four students are enrolled, eighteen from the United States and six from Belgium. The college, founded in 1857, remained closed during the war. For a time it was used as the headquarters of the American commission for relief in Belgium.

A sum of money said to exceed \$15,000 has been bequeathed to the Ursuline Sisters, Malone, N. Y., according to the terms of the will of Mrs. Josephine R. Ladd, a wealthy Catholic lady, who died here recently. The money will be used to extend the work of the Sisters among the children of the city.

The Mother House of the Brothers of the Christian Schools (Christian Brothers) has just issued the official statistics of the order for the past year, and it is interesting to note the world-wide expansion of this great order of teachers.

A movement, which it is hoped by those behind it, will eventually result in a great Catholic university in New York City, was launched at the fifty-first annual dinner of the Alumni Society of Manhattan College, held in the Hotel Astor, New York. The chief speakers were Archbishop Patrick J. Hayes, who graduated with the class of 1888; the president of Manhattan College, and Rev. James H. Cotter, who graduated in 1887.



"Blue Flag"

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## The Catholic School Journal

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**DISCONTINUANCES**—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

**CHANGES OF ADDRESS**—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

**CONTRIBUTIONS**—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,  
Member of The Catholic Press Association,  
445 Milwaukee St. MILWAUKEE, WIS.

MARCH, 1920.

This issue of The Journal completes the nineteenth volume and signalizes the twentieth year of publication.

The World War has caused many a change in almost every avenue of human activity. Not the least interesting is the tendency to make our English language a world's language. Professor Carnoy of Louvain University, Belgium, when recently asked which language was most suitable for universal use declared in favor of English. His response is thus worded:

"The German and French languages have lost their place through the war. The English language is a hospitable one, being a kind of compromise between the Latin and Germanic tongues; also it is simple and is spoken by most progressive nations of the world, and has one of the most beautiful literatures of modern times."

One may question the accuracy of the distinguished linguist as to the simplicity of the English language, as it changes very rapidly. What meaning would an American, say ten years ago, make out of this sentence: "At zero hour the barrage was raised and the poilu and the doughboy sprang over the top, sticking their bayonets into the Boche?" Yet the school boy reading it today knows just what it means. At least our American English is not always simple—so many local expressions—"I vow," the Yan-

kee of New England will say while the Virginian will mean about the same when he says, "I reckon." Down on Nantucket island, thirty miles off the shore of the old Bay state, you will sometimes hear a native say: "Sam is sick-a-bed-up," and he means Sam is sick but not ill enough to be kept in bed. Hence, one may well argue English as spoken by an American is not always simple.

The wistful yearning for a religious education is daily increasing among non-Catholics. A distinguished Presbyterian, Dr. Harold Robinson, says his church, like all Protestant churches, is facing a crisis, and the only solution is a revolution in educational work. This must be applied to the children of the church at once and also there must be religious education in colleges. This conviction is rapidly growing, but it becomes a rather serious matter for our friends to come out boldly and plainly say, "We have been mistaken, the Catholic position is the sane and safe one. Religion and education must go hand in hand, never to be separated; the school bell and the church bell to ring in unison, nothing more nor less than what their poet Whittier meant when he wrote:

'Fear not the sceptics puny hands;  
While near the school the church  
spire stands;  
Nor fear the blinded bigot's rule,  
While near the church spire stands  
the school.'

What a fine remark that was lately uttered by a judge in the City of Brooklyn. "With religion taken from our schools the only true standards of correct living have been taken from the children in the years when the lesson of true morality can be instilled with lasting force. To me it seems an injustice to inflict punishment on a child for a breach of the law when he never has been given that religious guidance to which he is entitled." Many an officer of the law feels the same way and often wishes he could punish the parents in place of the children. The lad who from his cell in Joliet wrote the essay that won the prize for the best way of reducing crime said: "Put God into the public schools instead of Leonine and Trotzky and teach a greater respect for authority, especially for that of the parents in the home," also added, "Put the real religion of Christ (there is only one) into every heart and home and let everybody obey the Ten Commandments of God." But who knows or cares for the Commandment, "Honor thy father and mother." Who teaches the generation about us what those words mean or who spoke them first except in a religious school? No wonder we have crime, no wonder men stand aghast at the wave of immorality and crime and cry out for the civil law to curb the wave, when the civil law cannot cope with the torrent, because the moral law of God is not taught and this is the basis and foundation of all civil law.

## CATHOLIC EDUCATION.

We refer with pride and gratitude to the growth of our Catholic schools. It is an evidence of the interest which you take in the Christian education of your children. You are convinced, as we are, that religious instruction is not only a part of education, but the most important part. It is the surest means of preserving our Catholic Faith and of training our children to become good men and good women. It teaches them to respect authority, to obey law and to be as careful of the rights of others as they are of their own rights. It is the best preparation for citizenship. By supporting our Catholic schools you render most valuable service both to the Church and to our country. There is no more genuine patriotism.

We desire to encourage your efforts in the cause of higher education. In order to preserve the good results of their training in their elementary schools, our pupils should continue their studies in Catholic high schools and colleges. The time which is necessary to complete their education will be spent with profit. They will gain thorough knowledge of our holy religion, together with the instruction which they need to prepare them for any pursuit in practical life.

With a view to enlarging the opportunities for higher education, the Holy See, at the instance of the Hierarchy, established the Catholic University as a center for our schools and colleges. Its development is of vital importance for our entire educational system. And we therefore record our grateful appreciation of the generosity with which it has been supported, through the yearly offerings of the faithful, the funds created by our Catholic associations and the endowments received from individual Catholics of intelligence and zeal.

We take this occasion also to express our hearty approval of the teachers who have given their lives, in a spirit of consecration, to the work of our schools. We commend them, not alone for instructing many in knowledge and virtue, but chiefly for setting an example of the devotion and self-sacrifice on which the nation as well as the Church must always depend.

(Excerpt from the joint Pastoral Letter of the American Hierarchy, adopted at the historic meeting of the Bishops last September and read in the Catholic churches on Sunday, February 22.)

## The Nun.

She swings the incense of her thought  
Before the quiet throne of God;  
He is the lover she has sought;  
She finds Him where no foot has trod,  
She hears Him where no voice is heard,  
For she has gone the secret way  
Only the innocent may go,  
And she has learned the secret word  
Only the innocent may say;  
Time passes gently by her so  
Her days are like the quiet tune  
Of waters that go murmuring by  
When in the fragrant lap of June  
The indolent green meadows lie.  
—From Studies.

## Story Telling for Happiness

Carolyn Sherwin Baily

The children whose homes have been touched by the world war have been called upon to make the supreme sacrifice of childhood, that of joy. If they are to be well and strong and efficient men and women, they must be helped to find happiness in new values and new forms. Tell them stories that will help them to create their own joyousness in spite of economies and less play time.

The fairy tale of Dumps suggests happiness through keeping cheerful.

### What Happened to Dumps

Once upon a time there was a queer little elf named Dumps who lived all by himself in a dark little house down in a valley. Ever since he could remember, things had gone wrong with him.

He shivered in the cold and kicked the coal bucket when the fire wouldn't burn. He howled when he stumbled over his own dinner pots that he had left sitting in the middle of the floor, and he stood in his front door and scowled when the other, happy elves went by, without speaking to him.

He and his family had lived like that for years. When any elf wanted to describe something very sad he would say it was "Down in the Dumps," and so Dumps went on without a single happy day.

But the elves decided, suddenly, to give a party. Oh, it was going to be a very jolly party indeed, and Dumps heard about it. Almost every elf who passed was whistling, or singing something cheerful. And some of them were carrying their best green suits to the Wood Fairy's house to be pressed. And when Dumps heard about the party, he cried so loudly because he knew that he wouldn't be invited that the Wood Fairy heard him. The noise disturbed her so much that she went right down to Dumps' house to see what was the matter with him now.

"Tell me all about it from the beginning, my dear," she asked poor little Dumps.

"I can't see the sunshine!" Dumps howled.

"Of course you can't," said the Wood Fairy. "Your windows are dirty. Get some nice spring water in your little pail and wash them."

Dumps had never thought of doing that. When he washed the windows the sunbeams streamed in like a golden ladder.

"Is there something else the matter?" the Wood Fairy asked.

"My fire won't burn, even though I kick the coal bucket every day," Dumps sobbed.

"Well, do try blowing the fire," the Wood Fairy suggested.

Dumps had never thought of doing that. His bellows were stiff, but he blew them very hard and, crackle, there was a nice bright fire and his tea kettle began to sing.

"Is that all?" asked the Wood Fairy.

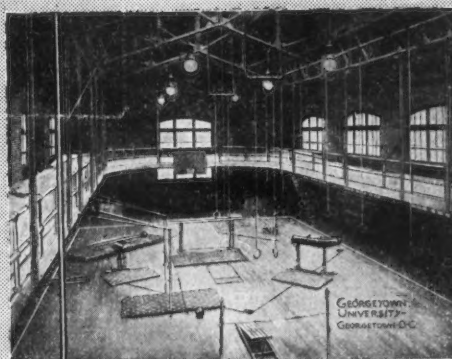
"Oh, no!" Dumps sighed, "The other elves are giving a party and I am not invited."

"It is for all the elves and you don't have to be invited," the Wood Fairy said. "Stand up straight and let me brush your suit. Now run along, my dear."

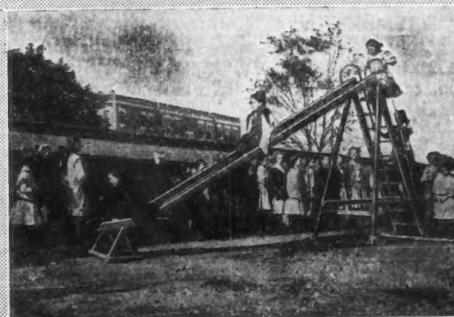
So Dumps started up the hill to the party, laughing all the way, for he just couldn't stop. You see he had so many years of being one of the Dumps to make up for. He laughed until all his wrinkles were gone and he was puffed out with happiness. He started bees buzzing and grasshoppers fiddling and crickets chirping, and a whole crowd of yellow butterflies flew along with him.

"Who can this new, fat, cheerful elf be?" asked all the other elves as Dumps arrived at the party, turning a double

(Continued on Page 474)



EFFICIENT APPARATUS FOR THE GYMNASIUM



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## The Catholic School Journal

# VITALIZED ARITHMETIC

By Mary Eleanor Kramer, Agricultural Extension Department, International Harvester Co.

Vitalizing the teaching of agriculture, vitalizes the entire school curriculum.

This plan of work does not recognize the limited compass of book covers, but goes beyond them into the realm of things actual and as they are, asking that an answer be given.

P. G. Holden, father of the vitalized agriculture movement, believes that a child should be taught in terms of his own life and understanding.

The child so taught has an opportunity for self-development; he is treading on familiar ground. He unfolds as naturally as a flower.

Says Professor Holden: "The greatest charity I know, is helping people find their places of greatest usefulness in the world; helping boys and girls to go right is a thousand times better than dealing out charity to them after they have gone wrong."

The greatest source of interest to the child is that with which he has to do—therefore the following suggestive ideas and problems are meant only as examples of how the individual teacher may make farm problems and projects the basis for vitalized arithmetic.

### PROBLEMS

**Dairy**—Note: Every 100 pounds of rich milk contains about five pounds of butter. Eight and one-half pounds of milk to the gallon is considered accurate enough for practical purposes.

(A) A cow that gives two gallons of milk at a milking gives how many pounds of milk in ten months? If 4 per cent of her milk it butter, how many pounds of butter does she produce in this length of time, and what is it worth at 55 cents per pound?

(B) Mr. Smith's Jersey cow tests  $4\frac{1}{2}$  per cent, and Mr. Brown's cow tests 4.1 per cent. Each cow gives twenty-five pounds of milk per day. When butter fat is selling at 45 cents per pound, which cow will yield the greatest profit, and how much?

(C) A cow when fed one bushel of corn and one shock of fodder every five days gave one gallon, one pint of milk a day; when fed each day eight pounds of corn and three pounds of oats crushed together and fifteen pounds of clover hay, gave three gallons of milk a day. If the cow's milk weighs eight and one-half pounds to the gallon and tests 4 per cent butter (four pounds of butter for each 100 pounds of milk), how much butter would she produce in ninety days when fed on corn and fodder? How much when fed on corn, oats and clover?

**Canning**—Mollie Sturtz sold 126 pounds of navy beans at 10 cents per pound. The neighbor who bought them canned them in seventy one-quart cans. What did the beans cost per quart? What could Mollie have gained or lost had she canned the beans herself at a cost of  $4\frac{1}{2}$  cents per can and sold them at 16 cents per can?

**Good Roads**—A country store located on a hard road pays 1 cent a mile for each 100 pounds of freight hauled from the railroad station; a county seat located on the same road

twenty-four miles from the railroad, eighteen miles of which are not hard roads, pays 2 cents a mile for hauling each 100 pounds of freight. What is the annual bad road tax paid by this county seat town upon 300,000 pounds of freight?

**Gardening**—Fred Foreman had a plot of potatoes 42x260 feet. His expenses were \$2.25. He raised forty-five bushels of potatoes and sold them at 75 cents per peck. What was his profit? Find the yield per acre at the same rate. Find the profit per acre?

(A) How much plant food does a farmer sell when selling the fodder of an eighteen-acre corn field averaging forty bushels per acre? What is its value?

(B) How does the value of a ton of barn manure compare with a ton of cow peas plowed under for fertilizer?

(C) How does a ton of barnyard manure compare with a ton of wheat straw in soil fertility?

(D) Find in dollars and cents the fertilizing value of a ton of corn fodder.

(E) Which has the greater value, a ton of red clover in flower or a ton of commercial fertilizer as given in the above table?

Have the pupils work out a practical fertilizing problem of their own making, from the above table.

**Poultry**—Johnny Thomas, District 4, received \$110.86 total income from his poultry. Feed and other expenses amounted to \$35.00. Find his net profit. He set 260 eggs and got 225 chicks. What per cent of his settings hatched? He sold 134 of these chicks for \$58.77. Find the average price per chick. In April his hens produced 699 eggs; May, 544 eggs; June, 522 eggs; July, 429 eggs; August, 290 eggs; September, 112 eggs. Find the total number of eggs produced during these six months. How many dozen is this? He received an average of 40 cents per dozen for these eggs. How much did he receive from the sale of eggs?

**Taxes**—How much tax does a farmer pay who owns 160 acres of land valued at \$125 per acre, assessed at two-thirds of its value, and personal property assessed at \$600, if the rate of taxation is \$1.50 per hundred?

The one-room school is still the largest factor in rural education, and must necessarily remain so for years to come. The problem confronting the nation now is how to make the thousands of these schools as good as they can become. Undoubtedly, a standardized school based on the rotation plan for Vitalized Agriculture would go far toward solving the problem.

### STORY TELLING FOR HAPPINESS

(Continued from Page 473)

sommersault into their midst. "We are all here except Dumps, and of course this isn't he?"

Then Dumps showed them how he could turn back somersaults and make a see-saw out of a rush leaf. He taught them how to play baseball with white clover heads, and how to make a swing of braided grasses. He surprised himself with all the good time he was able to think up.

"Of course, this isn't Dumps," the other elves decided. "His name must be Delight," and Dumps never told them their mistake, for it wasn't really a mistake at all. Now, was it?

### Fertilizers—

Table Showing Value of Fertilizers

Name of Material	Pounds Per Ton		Potash	Market Value Per Ton		Total Value
	Nitrogen	Phos. Acid		Nitrogen	Phos. Acid	
Barn yard manure	10	5	10	\$2.75	\$.50	\$.40
Corn fodder	12	9	39	—	—	—
Wheat straw	10	5	14	—	—	—
Oat straw	12	6	33	—	—	—
Clover hay	40	13	30	—	—	—
Cow peas	43	13	33	—	—	—
Red clover (ripe)	25	9	20	—	—	—
Red clover (flower)	40	12	37	—	—	—
Commercial fertilizer	33	33	33	—	—	—



# GAMES AND PLAYS FOR SCHOOL

## DODGE BALL

Playground. Ten or more players. Upper and middle grades. Boys or girls separately.

Basketball—A clean grass plot on which to play the game.

The players are divided into two equal groups. One group forms a circle (about 35 feet in diameter for girls and about 45 feet in diameter for boys), the other group (the dodgers) are scattered about within the circle. The circle players throw a basketball at those inside the circle, who seek by dodging and running about to prevent being hit. A player who is hit joins the circle. This continues until all have been hit. The original circle players and the dodgers now exchange places and the game goes on as before.

The dodgers do not try to hit the circle players with the ball, but simply pass it back to them, or the circle players may go inside the circle and get the ball after a throw. Dodgers must be hit by the ball on the fly. After striking the ground the ball is "dead." The game may be made competitive by seeing which team can strike the other side out in the shortest time. In this case the dodgers who are struck are out of the game.

Suggestion—If it is found that injuries are sustained by some who are hit, the rule should be made that the ball must hit players below the knee.

Variation—The players are sent into the ring in groups of five. The winners form a new group and enter the ring to determine who of all the players lasts the longest.

## LONG BALL

Playground. Twelve or more players. Middle and upper grades. Boys. Soft ball.

Mark off as in baseball a pitcher's plate, a home plate, and a first base to be known as the "long base." The long base should be forty or fifty feet from the home plate.

The number of players on each side may be the same as in baseball or fewer or more as may be convenient. Two of the players on the side not at bat act as pitcher and catcher, the rest as fielders, and they occupy positions as in baseball.

When a batter has hit the ball (all hits are fair) or has had three strikes, he runs to "long base." He is out when hit by a thrown ball or tagged with the ball between bases

and when a fly is caught. A score is made when a batter returns to the home plate without having been put out. Any number of players may be at "long base" at any time. A side is out when three men are out or when, all being at "long base," or out, there is no one left to bat.

A soft ball should be used for this game, so that no one will be hurt when hit.

## BIRD CATCHER

School or playground. About six to twelve players. All grades.

The children sit or stand in a circle, with a "catcher" in the middle. Each child is given the name of some bird. The leader tells a story orally, or reads it, which occasionally brings in the name of a bird. At the mention of a bird the player assigned its name quickly raises his hands and brings them down again. When the owl is mentioned (no one is given this name) all place hands behind the back and hold them there until another bird is mentioned. The catcher tries to seize a hand whenever it is moved. A player whose hand is caught or who does the wrong thing must change places with the catcher.

## "BUZZ"

Schoolroom. Six or more players. Middle and upper grades.

The first player says "One," the next "Two," and so on until the number seven is reached, when "Buzz" is substituted for it. The counting goes on, "Buzz" being substituted for every multiple of seven. The word "Buzz" is also substituted for "Seven" in any number; that is, "Buzzteen," "Twenty-buzz," "Thirty-buzz," and so on, are used instead of "Seventeen," "Twenty-seven," "Thirty-seven," etc. "Seventy" becomes "Buzzty," "Seventy-one" "Buzzty-one," etc. "Seventy-seven" becomes "Buzzty-buzz."

When a player misses he drops from the game. A miss consists in saying a number instead of "Buzz" or in saying "Buzz" in the wrong place. The game proceeds till all but one have dropped out, the one remaining being the winner.

Variations of this game may be made by saying "Quack" instead of "Three" or its multiples; by saying "Fizz" instead of "Five" or its multiples; by saying "Cockadoodledoo" instead of "Eleven" or its multiples.

## THE IMPORTANCE OF LATIN AMERICAN GEOGRAPHY

W. C. Blakely, Institute for Public Service

If the rest of the world bought from and sold to us as much per inhabitant as does Cuba, our trade in 1918 would have been increased by more than three hundred billion dollars. Had the per capita trade of all of Latin America been equal to that of Cuba our trade would have been increased ten fold. These two statements made by William J. Dangaix, author of "How We Affect Latin America's Daily Life" furnishes sufficient reasons for special emphasis on the study of Latin American countries at this time. Next to knowledge of our own country, the most important section of the world for our future business men and women to know is the countries south of us.

When we realize that Latin Americans are much more independent of us than we are of them and that to hold our war time lead in this trade we cannot use high-handed arbitrary methods but must work for our own interest by way of doing the best that possibly can be done for Latin American customers, we further realize the necessity for our schools to present essential facts about Latin America and our commercial relations.

Geography classes should be taught the means through which Latin Americans know us. First in importance are metals and metal manufactures, which make up 27% of our exports. Although some of these articles could be secured in Europe, we can supply them quicker and in large quantities,

our world supremacy in iron, steel and copper production giving us an advantage that should yearly increase. This is illustrated even in the jungle where the implement for all purposes, the machete, is most highly prized if marked "Made in U. S. A." Our past contribution and future possibilities in railroad development, machinery for mills, agriculture and the mines should be clearly given.

Our students should realize that our enormous trade in food stuffs (\$125,000,000 annually) is only in its infancy. Our flour is bought by the millions of barrels; they look to us exclusively for hog products and for many other articles of food. We wouldn't think of a cattle ranch as a market for condensed milk, but such is the case as in many of them fresh milk cannot be had and fresh butter is unknown.

Our geographies tell us of the vast forest of Latin America, yet vast quantities of softwoods and even some hardwoods are sold by lumber merchants in our country. Vast opportunities are open for tomorrow's business men to light the way in South America as we now furnish candles, acetylene gas, electric lamp and about 30,000,000 boxes of matches.

Our sales of rubber manufactures, the wonderful development of chemical and dye industry, to meet both ours and Latin America's demand, 8,000,000 pairs of American shoes annually sold, musical instruments to serenade the beautiful senoritas, and facts about many, many other articles which are contributing to the growth of Latin American trade, are needed in our geography classes to help make the growth in the next ten years exceed our trade growth in the past decade.

## PICTURE STUDY

Elsie May Smith

## AN INTERESTING FAMILY

Nearly all children like to keep certain animals as pets. It has been said that probably the first animal domesticated by primitive man was made captive and trained for the sake of companionship, rather than for any utilitarian purpose. If this be true, the present manifestations of this trait are certainly seen in the longing of children for pets as companions, and the way they will care for and play with these little animal friends. With this interest goes a natural human instinct to control the actions of animals; but more important still to the children is the growth of sympathy first for one or two animals and then through them for animal life in general. This furnishes children a natural preparation for nature study, while marking the way by which the race has progressed from savagery up to our most altruistic civilization; for the care of dependent and weaker species has always been an effectual developer of the higher traits of character, and history bears convincing testimony to the fact that associated with it, poetry, the finer religious motives, and an enlargement of the sympathetic life, have reached their best and truest manifestations.

Rabbits are animals that children love to have as pets, and thus make a suitable subject for study. "An Interesting Family" shows a group of them. The interesting habits of their life make a subject well worth talking about—how they sit quietly nibbling their food, undisturbed by what is going on about them, their distrustful, suspecting look and their innocent eyes which seem to wonder why anybody pays any attention to them.

Observe that these rabbits are grouped on a hillside with thick foliage behind them and waving grasses growing to the right of them. Note the grouping of the rabbits close together in the foreground of the picture, and then the different attitudes and positions given them. No two are in the same attitude, each head has its own pose, each body and each pair of ears and paws. Such differences show the artist's dexterity and skill. A careful look reveals the most marked differences in the position of the paws of the rabbits, and the angles from which the bodies are viewed. Observe the bright eyes, the long ears, the short tail, divided lip and thick fur which these rabbits have. They have also very sharp claws. If we could open their mouths, with their peculiar divided upper lips, we would see their strange teeth which always are very sharp.

Behind the mother rabbit we see the little cave which we think must be the rabbits' home. Notice what a soft grassy spot they have for a playground in front of their home. There is one little rabbit who seems especially fond of its mother, cuddling up close to her and sitting up, as rabbits do, that it may be near her face. Another sits up very erectly with its paws drawn in close to its body and two play together in the foreground. They all seem very happy and contented. Notice the little rabbit with its paw up to its face. How comical it looks! These roguish little fellows like to play on the soft grass and frisk about their mother, who seems happy and proud in knowing that they are about her.

Note how carefully the trees and shrubs and the grass are painted, also the play of the lights and shadows both upon them and the rabbits, and the ground upon which the rabbits stand. Notice that there is not a trace of the presence of any human being in the whole picture.

## Questions for Study

- About what does the interest in this picture center?
- Would you call this a landscape picture? If not, why not?
- What is the purpose of the landscape here shown?
- Is the landscape well chosen for its intended purpose?
- Do we ever think of rabbits in any different setting?
- How many members has this family?

- Are these rabbits all standing in the same position?
  - Is it easier or more difficult to give each one a different position than it would be to make them all stand alike?
  - Where is the rabbits' home?
  - Why do you suppose the rabbits came to this spot?
  - What is the season of the year?
  - Do we ever think of rabbits in connection with any other season?
  - Do rabbits ever run over the snow in winter time?
  - How do their tracks look?
  - From what direction does the light come? Where is the brightest light?
  - Have you ever seen a rabbit?
  - Have you ever had a rabbit for a pet? If so, what color was it?
  - What do you suppose is the color of these rabbits?
  - What is peculiar about the rabbit's upper lip?
  - What kind of ears has the rabbit? What kind of paws and claws?
  - Is its tail long or short?
  - What do rabbits feed upon?
  - How do they obtain and chew their food?
  - What is the expression in the rabbits' eyes?
  - What kind of a look do you see in their faces?
  - Do you think the artist painted these rabbits as he saw them or from imagination?
  - Do you think he has painted a picture pleasant to look at?
  - What kind of thoughts and feelings do you have when you look at this picture? Does the picture cause you to feel kindly toward this happy family of rabbits?
  - Do you think it would be cruel to harm one of these little animals?
- The Artist**
- Very little is known or published of S. J. Carter, the artist who painted this picture. He is classed with contemporary English painters. He must be an artist, however, who is very fond of all kinds of wild animals and loves to observe and study them in the woods and fields. Because he loves them he likes to paint them showing how beautiful and innocent is their life in the great outdoors where they gambol so playfully in perfect freedom and happiness. Other animal pictures painted by him are "Young Foxes" and "Little Freehold" (Squirrel Family). It would be wise to obtain these for purposes of comparison with the picture given.
- After the children have made a study of this picture, they might make outline drawings of rabbits, or silhouette drawing paper. Criticise their drawings, have them criticise have some paper cutting exercises on the rabbit.

### \$225 IN CASH PRIZES OFFERED IN ANNUAL HUMANE POSTER CONTEST

The American Humane Association, with national headquarters at Albany, N. Y., has announced \$225 in cash prizes for its second annual National Humane Poster Contest. The contest is divided into four classes, three of them being for grammar and high school students and one open to any one not listed in any of the other classes. The first prize in each class is \$25 with second and third prizes of \$15 and \$10 respectively. The association offers five special prizes of \$5.00 each for the best humane drawing (1) by boy scout; (2) by girl scout; (3) by member of Junior Humane Society; (4) for best drawing in any class typifying the work of the American Red Star Animal Relief; (5) the best grouping of words "Be Kind to Animals." The last two will be judged particularly on adaptability for reproduction. There are also many other special prizes and awards.

In many cities the local anticruelty society will put on humane poster contests, following the classification outlined by the American Humane Association. The prize posters in local contests will be forwarded to The American Humane Association, to compete in the national contest. The posters must reach The American Humane Association, Albany, N. Y., not later than May 12, 1920.



AN INTERESTING FAMILY

S. J. Carter



# LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

## GOODBYE, JACK FROST, GOODBYE

Jack Frost will soon be leaving us for his home at the North Pole, where he will sleep through the long summer months while the flowers and birds and sunbeams will frolic over the green meadow.

Jack has been a very busy boy this winter and he needs a long, long rest. Every night he painted the window panes so thick with white frost that oftentimes the sunbeams could not erase them, no matter how hard they tried. He covered the earth with snow so happy little children could play snow ball, make snow men and build snow houses. He kept the roads hard and smooth, so we could go sleigh-riding to the music of merry sleigh bells. He has covered the hills with snow so the children could go coasting on their long bob sleds. He has kept the ponds thick with ice so the young people could enjoy skating.

He went into the ground to play hide and seek with the ferns and violets until their roots ran away where Jack Frost could not find them. He chased the snakes and frogs and fish into their deepest holes. He nipped the noses of all stray cats and dogs and sent them scurrying to the shelter of the barns. He has frozen up the lakes and rivers so the boats could not travel.

Oh, yes, Jack Frost did a very thorough job this winter. He did not neglect a single task. Now his work is nearly done and he is going home.

We are glad to see him go for when he leaves the song birds will come back, the flowers will bloom again, the murmuring streams will sing to the fish once more and the gentle breezes and the sunbeams will lure us out of doors and we will find health and happiness. Goodbye, Jack Frost, goodbye!

## EVEN THE MARCH WIND MUST WORK

The Weather Cock on the barn was cross, as cross could be. "I'd like to know what I am to do when the Mad March Wind makes me face first one way and then another," he complained. "Don't you know I am supposed to tell the people which way the wind blows, and how can I tell when you blow all ways at once?" he asked, as the Mad March Wind gave him a whirl.

"Ha, ha," laughed the Mad March Wind, "this will be an active day for you, my friend. I'll keep you moving for I have much work to do. I must shake the trees so the sap will run, and loosen the dirt around their roots so they can begin growing again. I must blow away the dust and dirt on their branches so the little leaf buds can come out. I must blow the dead leaves away from the violets so the Sun can warm the earth over their heads. I must loosen the earth in the garden so the tulips and daffodils can find their way into the Spring Sunshine. I must blow the ice and snow away from the rivers and streams so the little fish will know that Spring is coming and will begin to wake up. One minute Old Mother Nature sent me sailing North to chase Jack Frost away and the next minute she sends me South to carry a message to the Robins who are on their way North. I am sent to rattle the door of all the sleeping animals who have been dreaming away the long, cold winter. When I rattle their doors they know it is time to wake up and look for something to eat. I knock at the door of the pussy willows and tell them it is time for them to wear their little grey hoods. I whisper to the worms and flowers who are sleeping in the arms of Mother Earth and tell them it is time to come out. And just to make life interesting for little boys and girls, I blow their hats and caps away and toss their curls about. So you can scold all you like, it will not help you any. I will not stop until my work is done and I intend to have some fun while I am doing it. So here you go for another spin, you old Weather Cock." And the Mad March Wind blew him round, and round, and round until he was fairly dizzy.

## THE SUNBEAMS FOUND WORK TO DO, TOO

A dear little Sunbeam came down from Heaven one day and looked upon the earth so cold and grey. "This looks very dismal to me," she said. "I must try and cheer things up a bit." Looking around on the ground she found a little Robin hiding under the dead leaves of the peony. He was cold and wet and hungry. The little Sunbeam dried his feathers and warmed his blood and told him where he could find worms and bugs for breakfast. The Robin was so grateful he burst into song and all the people heard him and felt happier.

Then the little Sunbeam found a little flower that was wet and sad because she could not make her blossoms stand up. The little Sunbeam caressed and kissed her until she felt strong and well and when she lifted her face, it was no longer pale but was filled with color and cheered the heart of all who saw her.

The little Sunbeam peeked into the kitchen door of the cottage where a creeping baby was ready to cry because he had nothing to play with. The little Sunbeam kissed his hand and made him warm, then she ran away from him. The baby tried to catch her and she played hide and seek with him, and first thing she knew the baby was laughing aloud with glee trying to catch the bright light that ran over the floor. The poor Mother heard the baby laugh and her heart was lighter.

At last the little Sunbeam went to the couch where the little girl lay sick. She kissed her brow and caressed her cheek and warmed her little white hands on the coverlet, until the little sick girl felt warm and comfortable and forgot her pain and sadness. She dreamed of flowers and birds and bees and felt better when the Sunbeam left her.

"I have had a busy day," said the little Sunbeam as she traveled away to her home in the West, "but it has been a happy day because I have made so many happy. I will come again tomorrow and find some more work to do." She went to sleep behind the purple hills dreaming of the work she would do tomorrow.

## DID THE BLUE BIRD TELL THE TRUTH?

A pretty little Blue Bird was sitting on the branch of the Willow Tree singing his song of spring. The Sparrows who had been in the North all winter sat close by watching the new arrivals and wondering where they got their pretty dresses from.

"I do not think very much of your Spring song," said a little Brown Sparrow, who sat close by. "Your song is not nearly as sweet as the Robins, but I do like your Spring dress. It is very pretty. I wish you would tell me where you got your brown vest and your coat of blue?"

Now the Blue Bird was peevish because the Sparrow had said she did not like her song of Spring, so she cocked her head on one side and looked at the Sparrow with a saucy air. "I'll tell you how I got my brown vest," said the Blue Bird. "Once when a storm was coming and I was very much afraid, I flew so close to the earth that my feathers got soaked with mud and made my vest so brown, and the next day the sun was shining bright and I flew so high that I touched the sky and my coat was dyed a blue." With a saucy shake of his little blue coat, he flew away to the west, and the little Brown Sparrow is still wondering how he got his little brown vest.

## OWLS ARE WISER THAN BOYS

Wee Willie Winkle did not want to go to bed. He had been out in the Spring Sunshine all day and when night came he did not want to leave his play. He had a set of garden tools that Uncle John had given him and he had been digging up the earth and carrying it away in his little wheel barrow to make a new garden. When supper time came in he was hungry and willing to come in to the house

long enough to get something to eat, but he wanted to go out and play after supper. When Mother told him he must go to bed, Wee Willie Winkle very foolishly began to cry and would not stop, even when Mother began to rock him to sleep.

Pretty soon he heard some one calling, "Who, who!" and he sat right up on Mother's knee. "Who is that?" he asked, his eyes bright with wonder. "Now listen," said Mother. "That is a very wise bird called an Owl and if you listen real carefully as you go to sleep you will hear the message the wise Owl brings to you."

As Wee Willie Winkle cuddled down in Mother's arms, he heard the wise old Owl call from the tree top, and this is what he said: "To whit to whoo, what a foolish boy are you. If I were a little boy in a cozy little house, a-nodding my weary head, I wouldn't cry to go out and play. I'd just go off to bed. For sleep is good for lads, you know, and a long, long sleep makes a little lad grow."

#### HOW ROBIN GOT HIS RED VEST

"Who will be my messenger to the North Land?" asked the King Bird, who had called all the children of Birdland together for a conference.

"It is getting very warm," said the King, "and the rice fields have been stripped of their food by my hungry children. It is time we were seeking new fields in the North Country, but first some one must go ahead to find the way and to tell Jack Frost to gather his children, Snow and Ice, and take them to the North Pole for their summer sleep. Who will go?"

All the birds kept very still and looked everywhere except at the King, for none of them really wanted to leave the nice warm South Land, and start out on a long, cold journey all alone. The Blue Jays kept well to the back of the crowd and tried to make themselves small so the King would not see them. The little Orioles tried to hide under the leaves, and even the saucy Crows stopped their "caw-cawing," hoping the King would not see them.

"Come, come," said the King, "are there none here to do my bidding?" Finally a little Brown Bird stepped up front and said, "I will go, King Bird. I will start right away."

The King was very much pleased and he told the little Brown Bird what course to take and what message to deliver to Jack Frost when he met him.

The little Brown Bird said good-bye to his friends and started on his first journey into the North Land. At first it was not so bad. The fields were green and the food was plenty. But by and by the winds grew cold, food and shelter were hard to find and the little Brown Bird had many a heart-ache before he reached the country where Jack Frost reigned as King.

Finally there came a bitter cold night when the wind blew so hard the little Brown Bird could not fly, and everything was frozen so hard he could not find anything to eat or drink, and he was just sick with cold and hunger. He found a barn with projecting eaves and under one of these he crawled for shelter. He tore his breast on a rusty nail and the blood ran over his feathers and froze there. He was very miserable and wished he had never left his warm Southern home. While he was trying to sleep, Jack Frost came to him and asked what he wanted. When the little Brown Bird told Jack Frost that the King of Birdland wanted to come into the North Land with the tribe, Jack Frost behaved very nicely and said he would gather up his children, Snow and Ice, and be gone by the time the birds reached the North Land.

The next day the little Brown Bird started south again. He did not mind the cold winds nor the torn breast, for he had delivered the King's message and was very happy. He sang as he flew and the people in the frozen North Land heard his song and took heart again, knowing that Spring was coming. When the little Brown Bird reached the rice fields, the King called all the birds together again and they listened very quietly while the King talked to them and the little Brown Bird told them of his terrible

journey into the North Land. When he finished talking the King called the little Brown Bird to him and said: "You are a brave, brave bird and I will reward you. I see your breast feathers are stained with blood; they shall be a badge of glory. You shall not be a plain Brown Bird any more but shall always wear a vest of red and shall be called Robin Redbreast. You shall always be my messenger to the North Land and when the people in that cold country see you hopping about, they will know that the glad Spring time is coming and will rejoice."

Robin Redbreast had peaceful dreams as he slept in the rice fields that night, and ever since then he has been willing to journey into the North Land far in advance of the rest of his tribe because he knows the people of the North Land love his shining red vest and they call him the Harbinger of Spring.

#### NATIONAL RESEARCH COUNCIL

The Carnegie Corporation of New York has announced its purpose to give \$5,000,000 for the use of the National Academy of Sciences and the National Research Council. It is understood that a portion of the money will be used to erect in Washington a home of suitable architectural dignity for the two beneficiary organizations. The remainder will be placed in the hands of the Academy, which enjoys a federal charter, to be used as a permanent endowment for the National Research Council. This impressive gift is a fitting supplement to Mr. Carnegie's great contributions to science and industry.

The council is a democratic organization based upon some forty of the great scientific and engineering societies of the country, which elect delegates to its constituent divisions. It is not supported or controlled by the government, differing in this respect from other similar organizations established since the beginning of the war in England, Italy, Japan, Canada and Australia. It intends, if possible, to achieve in a democracy and by democratic methods the great scientific results which the Germans achieved by autocratic methods in an autocracy while avoiding the obnoxious features of the autocratic regime.

The council was organized in 1916 as a measure of national preparedness and its efforts during the war were mostly confined to assisting the government in the solution of pressing war-time problems involving scientific investigation. Reorganized since the war on a peace-time footing, it is now attempting to stimulate and promote scientific research in agriculture, medicine, and industry, and in every field of pure science. The war afforded a convincing demonstration of the dependence of modern nations upon scientific achievement, and nothing is more certain than that the United States will ultimately fall behind in its competition with the other great peoples of the world unless there be persistent and energetic effort expended to foster scientific discovery.

#### SUGGESTIONS

A teacher beginning a school is like a merchant opening a house of business. The merchant must have capital; but he must have more than that; he must have business sense, tact, and geniality; system in his work; an objective point always visible; ledgers and other account books, that he may be able to tell at any time the condition of affairs. Education and experience are the teacher's capital; but he must have more than these; he too must have teaching sense, tact, good nature, system. He too must provide himself with all procurable apparatus and devices to enable him to carry out effectively the details of his work. Hundreds of teachers begin the school with no apparatus nor aid except what the board may have been moved or inspired to place in the schoolroom. Often enough there is in the schoolroom nothing but the text-book, and, possibly, maps. The wise teacher will, before the school begins—to the extent that means will permit—provide a supply of aids to be used in all classes.

## The Catholic School Journal

# HOUSEHOLD ARTS AND DOMESTIC SCIENCE

### Information Service, U. S. Department of Agriculture

What's in a name? Much, sometimes. For instance, hash. Hash has become one of the seven original jokes. But hash, if well made and well seasoned, is a culinary delicacy. No matter how good it is, however, it grows tiresome if served too much.

So the canny meat-serving cook serves her hash in new forms, labeled with new names, and the finicky in her family eat it with relish.

Sometimes the meat has been cooked, but oftentimes it is tough portions of steak or other cuts which have been cut off before cooking. Chopping makes it tender and also allows it to be cooked quickly and economically.

The following recipes are recommended by the home economics kitchen of the United States Department of Agriculture:

#### Mock Rabbit

½ pound beef and	3 slices of bread moistened
1 pound sausage, or	with water.
1 pound beef,	1 egg.
½ pound sausage meat.	1 onion.
¼ pound salt pork.	Pepper and salt.

Chop the meat. Chop the onion and cook it—but do not brown it—in the fat fried out of a small portion of pork. Add the bread and cook a few minutes. When cool, mix all the ingredients and form into a long round roll. The surface can easily be made smooth if the hand is wet with cold water. Lay the remaining pork, cut in thin slices, on top, and bake forty minutes in hot oven. The sausage may be omitted, if desired, and other seasoning used.

#### Smothered Beef Roll

1 pound round beef.	1 egg.
½ pound lean fresh pork.	2 cups stewed tomatoes.
1 small onion.	2 slices bacon.
1 green pepper.	2 tablespoons butter
1 cup soft stale bread	4 tablespoons flour.
crumbs.	1 teaspoon salt.

Remove the seeds from the pepper and put it through a meat grinder with the meats and the onion. Add crumbs, egg, and salt. Make into a roll, place in a shallow baking dish, pour the strained tomatoes around it, put the bacon on top, and bake forty minutes, basting with the tomatoes. Thicken the gravy with the flour cooked in the butter. A little seasoning, such as a bit of bay leaf, a clove, and a small piece of onion, improves the tomato sauce. As the pepper and the onion are not likely to be cooked as soon as the meat, it is well to fry then in a little fat before adding to the other ingredients. This amount will serve six to eight people.

#### Cannelon of Beef

This dish is prepared by making chopped beef into a roll and baking it wrapped in a buttered paper, a method designed to keep in the steam and so insure a moist, tender dish. The paper must be removed before serving. The roll should be basted occasionally with butter and water or drippings and water. In preparing the roll an egg may be added for each pound and a half of meat, and chopped parsley, onion juice, lemon peel, or finely chopped green peppers make a good seasoning. A thickened gravy may be made from the drippings, the liquid used being either water or tomato juice.

Strips of pork laid on the roll may be substituted for the buttered paper and basting.

#### Meat Rolls

Small quantities of cold ham, chicken, or other meat may be utilized for meat rolls. The meat should be chopped fine, well seasoned, mixed with enough savory fat or butter to make it "shape," and formed into rolls about the size of a finger. A short dough (made, say, of a pint of flour, two tablespoons of lard, one teaspoon of baking powder, salt, and milk enough to mix) should be rolled thin, cut into strips, and folded about the meat rolls, care being taken to keep the shape regular. The rolls should be baked in a quick oven until they are of a delicate brown color, and served hot.

## HOUSEHOLD HINTS

### Economy is Acid Test in Judging Good Cooks

The real superiority of a good cook lies not so much in making fancy or expensive dishes as in the attractive preparation of inexpensive, every-day dishes, and in the skillful combination of flavors. The appetizing dishes a good cook can make out of the cheaper cuts of meat or of meat "left-overs" are almost endless. More skill and time are required in their preparation than in the simple cooking of the more expensive cuts, just as more time and skill are required for careful intelligent marketing than for haphazard ordering. Once upon a time some housekeepers seemed to have a prejudice against economizing. To-day most of them are glad to have suggestions for economical methods which will insure the comfort of the family and keep the meals as varied and appetizing as when they cost more. A good housekeeper, the United States Department of Agriculture suggests, should take as much pride in setting a good table at a low price as a manufacturer does in lessening the cost of production in his factory.

#### Sweet Curds Pie

One of the delicacies that our grandmothers served when company came was sweet curds pie. It is just as good as it ever was, though served less often than in the olden days. The curd is obtained by adding rennet to warm milk and allowing the milk to stand until it hardens. The curd is then broken up and strained. To the curd from one quart of milk add one level tablespoon of butter, one-fourth of a cup of sugar, the yolks of two eggs, a few Zante currants or chopped raisins, and a little nutmeg.

Why also was much used in earlier times, and is still a favorite beverage with many people. It is employed especially in diets for invalids.

#### For Kitchen Efficiency

Arrange your kitchen equipment so that it will give you the most help and take the least work.

Choose things easy to clean and care for.

Try to locate the stove, sink, work table, and storage places so there will be no unnecessary steps in moving from one to the other.

Have good light where you work the most.

Adjust sink and work table to the height most comfortable for the person who uses them.

Group your utensils so that you can reach them easily. Put the most frequently used in the most convenient places. Small ones may be hung on little hooks fastened to the wall or the edge of a shelf.

Group them near the places in which they are most used and put those used together near each other.

Get rid of useless things.

#### Making an Oil Floor Mop

For oiled or polished floors an oiled floor mop is almost a necessity. Several makes can be found on the market, or one may be made of old stockings or any discarded woolen or flanellette material. In a Farmer's Bulletin on



"Farm Home Conveniences," obtainable free from the United States Department of Agriculture, the following directions for making such a mop are given:

The material is cut into 1-inch wide strips, which are sewed across the middle to a foundation of heavy cloth.

This is fastened to an old broom handle or used in a clamp mop handle.

The mop, when finished, is dipped into a solution made of one-half cup of melted paraffin and one cup of kerosene, and then allowed to dry. To keep it moist it is rolled tightly and kept in a paper bag away from stoves or lamps.

## PRESENT DAY DEMAND FOR GEOGRAPHY

Albert Perry Brigham, Prof. of Geography and Geology,

Colgate University, Hamilton, N. Y.

Geography has received a new impulse on the west side of the Atlantic ocean, because American isolation is past. This great change began, it may be fairly said, with the Spanish War, when we reached out into the West Indies and to the far-away Philippine Islands. The consciousness of our world destiny received a new accession, when we completed the Panama Canal with its new questions of international responsibility and opportunity. Then South America especially the Venezuelan corner of it, led to a vigorous application of the Monroe Doctrine under Cleveland in reference to Great Britain and under Roosevelt in relation to Germany.

The great war effectually brought us into relation with the whole world. We awoke to our obligations across the seas very slowly and not until we began to understand that the destruction of civilization in Europe meant the ruin of all that was dearest in America, then we poured out money, trained millions of soldiers, and sent two millions of them to Europe, then we began with new zest and precision to learn the battle lines, and the national and racial boundaries of Europe. Every day's newspaper brought its morning and evening lesson in geography and every public print was full of maps, exhibiting historical geography or attempting to show the changes of the future.

We gained a new understanding of the newspapers, the songs and the clubs of European foreigners among us, and our colonies of Italians, Poles, Czechs, Serbs, and Russians began to be not mere curiosities, but rather revealers and light bearers in relation to the crisis in Europe. We cannot turn away from this medley of nations at home or abroad, disagreeable as some of them seem to us. We must stay in relation to Europe and to all other continents. This great fact does not depend on formal engagements, it does not hinge on what we may do with the League of Nations. We may ratify it with or without reservations or reject it altogether, but our essential relation of duties and opportunities will remain and will enforce upon us the knowledge of geography.

As civilized and Christian people, we cannot abandon Armenia, and our money given for the starving will demand knowledge as surely as if we carried a mandate for the unhappy country. We cannot, though we might wish it, escape concern with Russia. We may withdraw our soldiers, may with proper satisfaction deport her red sons, and wait and wish for stable and humane government there, but we cannot separate ourselves from that great and crude, but richly endowed mass of humanity which is so vitally tied up with the future of Europe, Asia, and the world.

The problems of statesmanship henceforth must take in all countries and the questions of the statesman, and the voter cannot be far separate from each other. Foreign policy must be based on home convictions. This calls for suffrage, broad-based on intelligence, and no one would pretend at this time that an ungeographic voter, ignorant of *where* and *what* and *why*, could help select a President or a congress which would do America credit across the seas.

We have some millions of foreign born to Americanize. One-third of the population of some of our cities and some of our states is made up such people and another third is the offspring of foreign born parents. These people must be reached, not only with purpose, but through sympathy. We shall make slight progress in teaching English speech, American ideals and loyalty to our government if we do

not know a Serb from a Turk, or if we dismiss the Italian as a Dago and classify the sons of ancient and suffering Poland as so many Polacks. There is no department of study in any of our schools which can be expected to supply the instructions needed for our citizens and our teachers, save the department of geography.

Returning missionaries have always thought it important to tell their home supporters about the country and customs that have entered into their foreign experience. Today many millions of Americans belonging to the various Christian groups are engaged in raising vast funds for religious and social uplift in all foreign countries. Such work calls for geography and for full and rich studies in the field of regional geography. The time is coming when every one of the greater American universities will find it necessary to have an expert teacher of each continent.

If we look at distinctive American interests, the demand for geography is far more urgent than ever before. In past years American trade abroad has been large but in the future it will be vastly larger. Save coastwise vessels and the men of war, American shipping has been absent from the seas. It will never be so again. The most productive nation in the world will never again depend wholly on the merchant marine of other countries.

Hundreds of college graduates and other men now go out every year to foreign lands in the employ of great corporations. These men must not be left to pick up a haphazard and ineffective knowledge of the lands to which they go. A few years ago, American credit facilities were unknown in foreign centers of business. Now American banks are advancing by leaps and bounds into South America and the Orient.

Our counselor and diplomatic service tends more and more, as it should, to become special and professional, requiring expert qualifications in politics and business. Diplomats and Consuls should know languages before they go to foreign posts and no less should they know the countries in which their years of service are to be accomplished.

These great results, this immense broadening of knowledge, cannot be attained and finished in the sixth, or seventh or eighth grade. There must be open and adequate opportunities in high schools, training schools, colleges and universities. It is urgent that our whole structure of geographic education be more broadly based, being carried seriously from bottom to top and top to bottom, until our citizens have not an infant's mattering, but a man's knowledge of our own country and of the world.

### "HEARTS AS WELL AS MINDS"

"The time has come when the discussion of laws and legal human relationships must become more general. For a long time colleges and universities have had required courses in the field of the natural laws of economic and social life. These fields have been fairly well studied and analyzed and have outgrown the weakness pointed out nearly a century ago by Buckle. The almost universal masterly presentation of the natural sciences needs no comment beyond the bare mention. Already the advance in the teaching civics and government since the Report of the Committee of Seven is no doubt great. The teaching of Community Civics has spread fortunately in widening circles and with deepening meaning. Yet much remains to be done to get it into the hearts as well as the minds of our young men."—National Security League.

## LESSONS IN SIGHT READING FOR LITTLE FOLKS

Etta Corbett Garson

## THE STOLEN EASTER EGGS

With Easter eggs of every color, size and flavor, Mary May filled her pretty basket. The sunhine was warm and bright, and she was a very happy girl. Puppy Pete came bounding up the steps to see what it was that was making her so happy.

"Go away," she scolded, and gave him a hard push.

The little dog's feelings were badly hurt. He sulked off to the end of the porch, and wished that she would drop the basket.

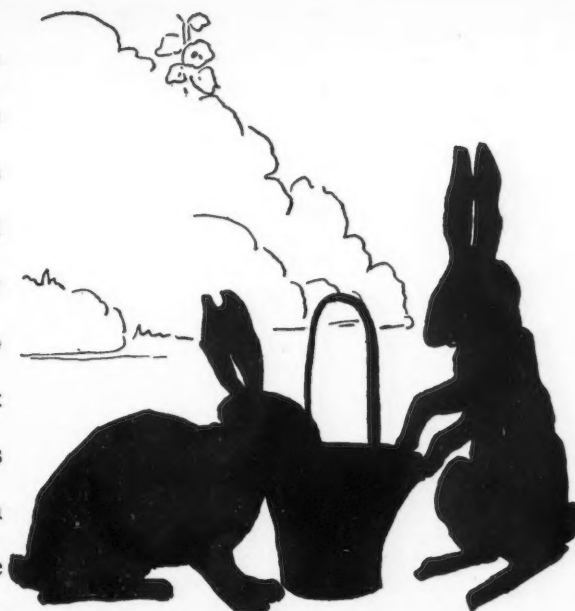
"Come and see what I have," called John.

Mary, hearing her brother call, was curious, and ran into the house, leaving her basket on



the steps. She was only gone a moment, but that was long enough for Puppy Pete to get into mischief. He grabbed the handle of the basket and ran toward the poultry yard. He was half-way under the fence when he saw the big turkey-gobbler. Now, the sight of Puppy Pete always threw the gobbler into a rage. He spread his tail, dropped his stiff wing quills, and swelled out his chest. Puppy Pete was badly scared when he heard that fierce "Gobble, gobble!" He backed out from under the fence and made a dash for the barn yard. But there in the barn yard he saw the goat.

He knew that the goat was the terror of the farm. He chased all of the boys out of the yard, and he once knocked out two of John's front teeth. He had long black horns and Puppy Pete could see that they were very sharp. So the little dog made up his mind to run back and drag his basket under the back porch. He turned and ran past the bee-hives as fast as he could. But he wasn't able to run as fast as a vicious big bee could fly, and he was stung right on his little black nose. It hurt him dreadfully, but he hung onto the basket until he came to the rabbit hutch. Then he could stand it no longer. All interest in his stolen basket was gone. He dropped it, and



crept whining back under the porch, where he lay trying to lick the smart out of his nose.

Mary May and John had searched everywhere for the eggs.

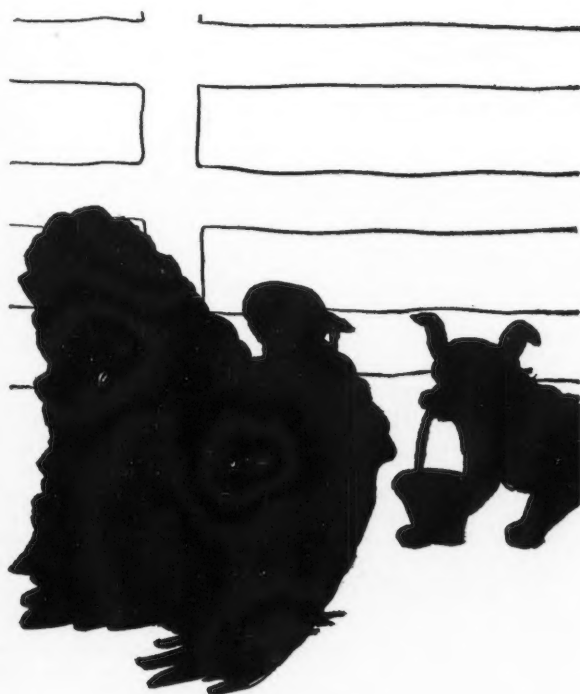
"Come, let us go and ask the rabbits," suggested John.

"What is the use? That is all a fairy-tale about rabbits and Easter eggs," pouted the discouraged little girl.

But she followed John to the rabbit hutch. There they found the rabbits poking their little noses among the eggs in the most inquisitive way.

"They must have thought that those eggs belonged to them," said John.

"The basket must have been very heavy for them to carry. I would have liked to have seen them carrying it," laughed Mary May.





# The Catholic School Journal

## March Wind's Secret.

MARION MITCHELL.

CHURCHILL—GRINDELL.

*Lively.*

1. I've found your se - cret out, March - wind, I know just why you  
2. Your voice is some - times harsh and rough, A - gain 't is sweet and

blow; You need not act so cross and gruff, You're ver - y kind, I know.  
low; Your roar - ing wakes the sleep - y buds That la - ter on will grow.

REFRAIN.

Your blow - ing, your blow - ing Will set the spring flow'rs grow - ing; So

blow, ye mer - ry, mer - ry March - winds, Blow, blow, blow!

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## DRAWING FOR MARCH

Ethel Everhard, Sheboygan, Wisconsin

### MY DAYS

The project plan applied to drawing works out admirably, we find.

We take some series of lessons, such as the days of the week, talk about them, get the children's ideas as to how to represent each day. Give the children suggestions, show them pictures, etc. Give them a series of lessons, letting them illustrate each day. Tie the resulting drawings into booklets.

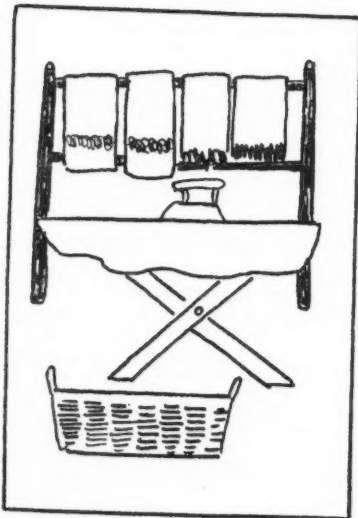
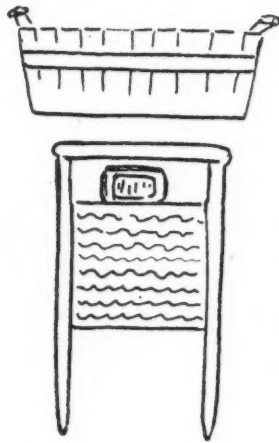
These drawings may be rather crude, but at least each

child has something tangible to show, and they represent his best efforts and ideas and do not seem crude to him.

Perhaps you will need to spend three or four lessons on each particular day of the week. For instance, show them pictures, have them give you their ideas, draw for them, have them go to the blackboard and draw, have them criticise their drawings. The next day have them try on drawing paper. Criticise their drawings, have them criticise their drawings, and if they wish to try again and think they can do better, let them try again for another lesson.

A skillful teacher can arouse the children's interest and get really wonderful drawings from them.

# MY DAYS



## The Catholic School Journal

### Plans for Easter

Grace M. Poorbaugh

The week preceding Easter was a happy one for the children in Miss Barnes' room. Tom brought his pet rabbit, and what delightful lessons they had about it. The reading, language and number lessons were all about rabbits. For busy work, the children traced around patterns of rabbits. These they cut out, and Miss Barnes used them in making an Easter border on the blackboard. The spelling lesson was written in a bunny speller.

For a word drill, Miss Barnes drew a ladder on the blackboard. Then she wrote words on the rounds. The children played they climbed the ladder (by naming the words) to see the baby rabbits.

Another day they studied an egg. It was a delightful day's work, too. Miss Barnes told the children why we have eggs at Easter. They compared different kind of eggs, talked about the parts of an egg; of what use each part was; what eggs need to make them hatch out, etc. For the language lesson they wrote sentences telling as many things as they could that have eggs. Harold's sentences were the most complete:

Hens have eggs.  
Frogs have eggs.  
Fishes have eggs.  
Snakes have eggs.  
Turtles have eggs.  
Insects have eggs.

During the busy work period, they traced around patterns of eggs, then they cut them out and colored them as they liked. For a word drill, Miss Barnes drew a nest with the eggs in it, and on each egg she wrote a word. The children played that they gathered the eggs (by naming the words.) The spelling lesson for the day was written in an egg-shaped booklet.

The next day Mary came bringing a little chick. How pleased the children were and what splendid lessons it furnished.

For some weeks, the children had been watching the Easter lily stalk which would soon have a blossom. They had studied the plant and had become interested in various kinds of bulbs.

For a word drill, Miss Barnes drew lilies on the blackboard and on each she wrote a word. The children played that they picked the lilies (by naming the words). The lily which had just opened furnished material for the lesson.

See this pretty lily.  
It is an Easter lily.  
It is white.  
It tells us to be pure.  
See the pretty green stalk.  
It grew from a bulb.  
We planted the bulb in the ground.  
The stalk grew and now it has this white blossom.  
The spelling lesson was carefully written in a lily-shaped booklet.

The last day of the week had come. The children sang the songs which they had learned during the week. Miss Barnes reviewed the story of the birth of the Christ child, then she told them of his boyhood, manhood and death and how on Easter He came to tell us of new life. The children had looked forward to the making of Easter gifts, for did you ever know of a child who didn't love to make things? "Our gifts are going to be useful ones," said Miss Barnes.

To each child she gave a white bristol-board circle six inches in diameter. The upper half of the circle they painted light blue; the lower half, green. Then she gave them little chicks which she had hektographed. These they cut out and painted yellow. Out of sandpaper, they cut half-broken egg shells. Then the little chick and the egg shell were pasted on the circle. A handle was made on

the egg shell so that it looked like an umbrella. At one side, in small letters, they made "I'm something of a scratcher myself."

Father's gift was a pretty book mark. For this she gave each child a white card, a daffodil hektographed thereon. They painted the daffodil stem and leaves, then the marker was mounted on a yellow card showing a quarter of an inch margin.

During the week, Easter baskets had been made. A pattern had been hektographed on yellow cardboard. Miss Barnes partly filled the baskets with excelsior. During the noon hour, she hid candy eggs in every conceivable place.

"How would you like to hunt eggs?" she asked. Of course, every child wanted to do this. When they found all the eggs they could they returned to their seats and filled their baskets, and what cunning little baskets they were, too!

As the children passed out of the room that day, Miss Barnes felt that the week had indeed been a pleasant and profitable one.

### OUR FIRST FLAG

ELLA M. POWER

#### An Exercise for Fourteen Girls

**Characters**—Betsy Ross; thirteen girls with stars. Each girl represents one of the original colonies.

Betsy Ross is dressed like a Quakeress, in gray with a white cap and white kerchief. She is sewing red and white stripes together.

#### **Betsy—**

My name is Betsy, Betsy Ross,  
I'm making a flag so bright;  
I've red and white for all the stripes,  
And the stars will be of white.

George Washington has just been here,  
And asked me if I'd make  
A beautiful flag for our great land—  
The task I undertake.

I'm looking for the colonies  
To bring me each a star;  
There are thirteen. Oh, here they come  
From near and from afar.

Enter Rhode Island and New Hampshire, with a star in each girl's hand. Each girl carries a long streamer, upon which is printed plainly her state.

#### **Rhode Island—**

Rhode Island and New Hampshire,  
Present their deep regard. (Low bows.)

#### **New Hampshire—**

They ask if you will place their stars,  
In this first flag to guard.

(They give their stars to Betsy. Girls retire to back of stage.) Connecticut and Massachusetts enter.

#### **Connecticut—**

Connecticut comes next today,  
And Massachusetts, too. (Presents Massachusetts.)

#### **Massachusetts—**

We add our stars of purest white  
Amid the red and blue.

(They give their stars to Betsy Ross and retire to the back  
(Continued on Page 488)



# ST. PATRICK'S DAY IN THE CLUB

By Willis N. Bugbee

**Characters:** Harry, Albert, Roy, Ben, Ralph, Robert, Ruth, Ida, Ethel, Mary, Norma and Hattie.

**Costumes:** Ordinary school clothes except for green ties ribbons, etc.

## Scene

Sitting room at Harry's home.

**Roy**—Come on, kids. Let's all get ready for the meeting. Everybody get in order.

**Ralph**—What you giving us? You're not president of this club.

**Roy**—I'm vice-president.

**Robert**—Shucks! You don't have anything to do when the president's here.

**Albert**—Well, I'm president and I'm here, so you'd better come to order at once.

(Takes wooden potato masher from pocket and strikes table.)

**Ethel**—Ho! ho! Look what he's got!

**Other Girls**—His ma's potato masher.

**Ben**—What in the world did you bring that for?

**Albert**—I'm going to use it for a gavel. When my pa was at Congress he—

**Several**—O-oh! Was your pa in Congress?

**Albert**—He stopped in there once when he was visiting in Washington, and he said that one man pounded like everything with a mallet till they all got in order.

**Harry**—If my ma sees you pounding on her table she'll give you "Hail Columbia." I'll go'n get something to pound on. (Exit.)

**Ida**—That's the funniest way to start a meeting I ever saw—with a potato masher.

**Albert**—Didn't Miss Brooks say that we have to live and learn?

(Enter Harry with bread board. Puts it on table.)

**Harry**—There! Ma says if you've got to pound to do it on this bread-board.

**Albert** (strikes board)—This meeting has now come to order. (Girls giggle.) Aren't you girls going to stop giggling?

**Girls**—Oh, we forgot about coming to order.

**Albert**—Now we'll start by singing. (Sing any song desired.) Next will be the roll call. (Sits down.)

**Ruth** (with book and pencil)—You remember how we called the roll last time by having each one sing a verse of some song or pay five cents into the treasury, don't you?

**Boys**—Oh, don't we! (All groan several times. Albert strikes board.)

**Ruth**—Well, this week, seeing it's so near St. Patrick's Day, I thought it would be real nice to answer the roll by telling something about St. Patrick or the land in which he lived.

**Mary**—That'll be easy.

**Ethel**—Yes, we can all do that.

**Harry**—Sure thing.

**Ruth**—Well, then, Albert Ross is first.

**Albert**—St. Patrick's Day comes on March Seventeenth. I suppose that was his birthday.

**Ruth**—Next is Mary Green.

**Mary**—St. Patrick converted the Druids to Christianity and he had a hard time doing it at first.

**Ruth**—Benjamin Burton.

**Ben**—I can tell you why he had a hard time—because the Druids were a very savage people.

**Ruth**—Ethel Watts.

**Ethel**—I have read that the Druids killed his parents and that he escaped to France, where he became a very learned man.

**Ralph**—Gee! I wouldn't wanted to go back.

**Ethel**—But he loved his country even if some of the people were cruel.

**Ruth**—Roy Briggs.

**Roy**—I read once where Ireland was just over-run with snakes—

**Girls**—O-oh, snakes?

**Roy**—Yes, and he got rid of them all.

**Ruth**—Next is Norma Barnum.

**Norma**—Everybody in Ireland got so they loved him because he was always doing good, and they made him the patron saint of their land.

**Ida**—I don't wonder they liked him.

**Ruth**—Henry Rush.

**Henry**—I can't tell anything more about St. Patrick but I can tell where Ireland is. It is west of England with the Irish Sea between.

**Ruth**—Ida Walton.

**Ida**—Years ago Ireland used to be a free country, but after a while England got control of it and has ruled it ever since.

**Ruth**—Ralph Kent.

**Ralph**—The shamrock is the national flower, or plant, of Ireland and because it is so green and grows so freely they call their country the "Emerald Isle."

**Ruth**—Hattie Hill is next.

**Hattie**—Ireland is noted for its beautiful lakes and rivers, like Lake Killarney and the River Shannon.

**Ben**—And don't forget about Blarney Castle, where folks had to hang with their heads down so's to kiss the lucky stone.

**Ruth**—Next is Robert Lynn.

**Robert**—Ireland has had several famines and many of the people are poor but they are full of fun and they love to sing and dance.

**Ruth**—Now it is my turn and I will only say that a good many great and wise people have come from Ireland.

**Roy**—Say! Nobody has to pay a fine, do they?

**Ruth**—Not a one.

**Norma**—It's too bad they didn't, because we haven't only eight cents in the treasury.

**Ralph**—Eight cents? By cracky! We'll be bankrupt pretty soon.

**Albert**—Let's see—what's next?

**Mary**—I thought we were going to sing some Irish songs this week.

**Girls**—Yes, so we are.

**Albert**—What shall we sing? They ought to be real good ones.

**Ben**—I say, let's sing "St. Patrick's Day" because I've got it learned by heart.

Recites dramatically—

"Oh, blest be the days when the Green Banner floated

Sublime o'er the mountains of free Innis foil,

When her sons to her glory and freedom devoted

Defied the invader to tread on her soil,

When back o'er the main—"

**Albert**—Hold on! We didn't ask you to recite it.

**Robert**—We ought to sing "Wearing of the Green."

**Norma**—And "Kathleen Mavourreen."

**Ida**—And how about Killarney?

"By Killarney's lakes and fells,

Em'rald isles and winding bays,

Mountain paths and woodland dells,

Mem'ry ever fondly strays."

**Ethel**—We ought to sing "Harp That Once Thru Tara's Halls." Thomas Moore wrote it, you know, and he was one of Ireland's greatest poets.

**Hattie**—And there's another one, "The Dear Little Shamrock." We mustn't leave that out, whatever we do.

"There's a dear little plant that grows in our isle,

'Twas St. Patrick himself sure that set it,

And the sun on his labor with pleasure did smile,

And with dew from his eye often wet it."

**Ralph**—What about "The Girl I Left Behind Me?"

**Ruth**—You're always thinking about the girls, Ralph.

**Henry**—Yes, but he never leaves any of them behind him.

**Roy**—Gee! The Irish do have a lot of songs, don't they?

**Mary**—And such perfectly lovely ones, too. It would take us days to sing them all.

**Albert**—I don't believe we'd better try it, then. Let's start with "St. Patrick's Day."

(All join in singing.)

(Other songs may be sung as desired. If any of the performers can play the Irish harp so much the better.)

**Hattie**—I think we've done first rate, if I do say it.

**Ethel**—Aren't they enough to make anyone fall in love with Ireland?

**Ben**—I say, "Hurrah for the Emerald Isle!" (All give three cheers.) Hurrah for the shamrock! (All cheer.) Hurrah for St. Patrick! (All cheer again.)

**Albert**—Maybe we'd better have an Irish dance and then adjourn. What do you say?

All—Agreed.

(Any Irish folk dance may be given. If desired, the play may terminate with the three cheers for St. Patrick.)

Curtain.

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### OUR FIRST FLAG

(Continued from Page 486)

of the stage.) New York and Pennsylvania enter.

**New York**—

New York and Pennsylvania

Send these two stars to you;

**Pennsylvania**—

We, too, would take our place today,  
Upon the field of blue.

Enter Virginia and Maryland.

**Virginia**—

Virginia and Maryland

Send stars of purest white;

**Maryland**—

We hope our flag will ever be  
Most beautiful and bright.

Enter North and South Carolina.

**North Carolina**—

Now, Carolinas—North and South—  
We come upon the scene;

**South Carolina**—

We send our stars for this fine flag,  
So pure, so white, so clean.

Enter Georgia and New Jersey.

**Georgia**—

Georgia and New Jersey come,  
To add their two stars white;

**New Jersey**—

We hope the union of our hearts  
Will show in stars and stripes.

Enter Delaware.

**Delaware**—

And I am little Delaware,  
I'm small, but good and true;  
Now let us all join hands: Hurrah! (All join hands.)  
For the Red and White and Blue!

The thirteen girls wave their streamers, and all recite:

Hurrah for our flag, our colony's flag!

For the Red and the White and the Blue;

We now join our hearts; we now join our hands,  
To this flag we will ever be true.

Music plays "The Red, White and Blue." All march off singing the song.

### EARLY TRAINING IN CITIZENSHIP

The problems arising in the reconstruction period demand quite as much devotion to country as those of the war. Conditions of social unrest can only be settled by justice and right training in citizenship. The kindergarten provides this right training early in life. The hope of our nation lies in our children and all of the 4,300,000 little ones of kindergarten age should have this training which only 500,000 are now receiving.

The democratic kindergarten is the ideal place for first lessons in efficiency, adaptability, and good citizenship. The games teach fair play, honesty and consideration for the rights of others; the patriotic songs and stories sow the seed of love of country; the block building, clay modeling and paper work lay the foundations of the skilled mechanic and teach head and hand to work together.

If more of our neglected little children could have this splendid training in honesty, efficiency and self-control, there would be a tremendous saving of money to the state in the maintenance of reformatories, prisons and asylums. Our park benches contain many pathetic examples of dishonest, inefficient, lawless men whose early years were wasted. What better investment can we make of our time, our money and our effort than to forestall this lamentable result of neglect by early training in honesty, efficiency and adaptability, making citizens who are an asset and not a liability to the state?

Appreciation of the kindergarten is growing, and parents all over the country should work to secure its advantage for their little ones, all of whom are entitled to receive them.—P. P. Claxton, U. S. Commissioner of Education.

### "SQUARE DEAL" FOR TEACHERS

The National Security League places itself emphatically on record in advocacy of increased compensation for teachers generally, in announcing today action by its National Executive Committee towards securing relief for under-paid teachers in all parts of the country.

At a meeting of the League's Committee recently held in New York City, the following resolution was passed:

"Resolved, That the National Security League advocates increase of pay for teachers generally throughout the country, both in line with its 'Square Deal' program, as a preventative of grave economic and political danger, and as fair recognition of the moulders of the youth of the country, and be it also

"Resolved, That the President of the League is hereby authorized to appoint a committee to devise ways and means of making the force of the League felt in this direction."

This constructive effort on the part of the Security League is directly in line with its "Square Deal" program. In explanation of the definite application of the League's "Square Deal" platform in this manner, Charles D. Orth, president of the Security League, said today:

"The connection of the National Security League with this question is not a new one. As far back as September, 1918, Mr. George D. Strayer, the then president of the National Education Association, made a strong plea for proper compensation for teachers at a league meeting in Carnegie Hall.

"There can be no question that teachers everywhere are scandalously under-paid. The National Security League believes in the 'Square Deal,' which is the first and in itself an all-sufficient reason why teachers should be properly paid. If, however, it is necessary to appeal to the selfish instincts of the people to do a just and proper thing, it would be well to bear in mind that any abuse such as the persistent under-paying of teachers, or any other class in the community, constitutes grave economic danger."

GENERALIZATION, THE FOURTH FORMAL STEP OF THE RECITATION.

F. J. Washichek, A.B., L.L.D.



PROF. F. J. WASHICHEK

Although generalization is a leading aim of the recitation it should follow, not precede presentation. Generalizations are the natural outgrowths of examinations of special cases and notions. To generalize before investigating would be illogical and unpedagogical. Since the mind manufactures from percepts as raw materials concepts as finished products the logical method of procedure in the educative process is from special cases or notions to generalized statements. Consequently care should be taken not to make two very common, serious pedagogical errors, the first of which is to begin the study of a subject with its generalizations, i. e., with rules, definitions, principles and laws. The second error is that of restricting the study to these rules, definitions, laws and principles.

Frequently both of these errors may be found in the same class room. The study of grammar beginning mean and end is often little more than the memorizing and repeating of grammatical rules, definitions and principles, as if these were the "be all and end all" of the great science and art of grammar. Is it any wonder, then, that many grammar and high school graduates do not speak or write grammatically correct English. Of the science of grammar they have a superficial superabundance; of the art or practical use they have a woeful dearth. They can "rattle off" grammatical rules, conjugations and declensions by the yard with the greatest of facility and rapidity and yet they can not or do not speak or write correctly even short sentences; simply because they have paid too much attention to the science and too little to the art side of grammar.

They will repeat easily and rapidly, "Never use the past form of a verb with auxiliaries, has, have or had." "Never use the past participle of a verb without has, have or had." A noun or pronoun in the predicate should be in the nominative case form." In speaking of past occurrences use the past sense of verbs." "Omit all redundant or unnecessary words." And yet it is the commonest kind of practice to hear these pupils say with the greatest of complacency and indifference, "He has went home," "He done it," "It was me," "George Washington, he crossed the Delaware, and he come upon the Hessians."

Now the chief cause of such inexcusable errors is that such pupils have had too much of the science, the generalizations, the laws, rules and principles of grammar and too little of the art, the practical phases of it. What is true of grammar is equally and painfully true of geography, history, arithmetic, physiology. Of the generalizations of these studies they have likewise had a superabundance. They can define readily and precisely an island as being a body of land entirely surrounded by water. They can recite very glibly the laws of health and yet they take very little care of their health, chiefly because they have had too much of the generalizations of these sciences as if they were the end and aim of their study.

To correct these pedagogical, yea unpardonable errors, the following suggestion may prove remedial. Insist first of all that ideas precede words. Indeed, this is the natural order of the child's learning process. His ideas arise at first only through his sense perceptions. Having the ideas he next needs words to express them. In other words, it is only after the child has a sense perception of heat that he has need of the word "hot" to express that idea. In the case of more mature pupils able to use the dictionary, the order of learning may be reversed from words to ideas because frequently the more mature mind may derive ideas from words, but there is little danger of going astray if the general method of procedure from ideas to words is carefully followed.

The second suggestion helpful in avoiding or correcting this error is to precede text book study by oral instruction.

(Continued on Page 496)

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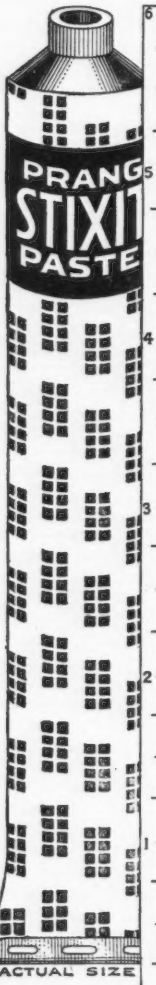
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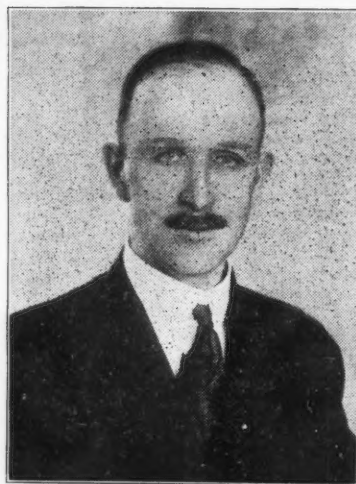
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Mr. C. H. Mills.

On January 1st, C. H. Mills, who is in charge of the Department of Catholic Schools of the American Book Company, Chicago office, celebrated an important anniversary. On that day he completed his 25th year of service with the company which he represents in 22 states, as well as in Hawaii and Alaska. In this large territory Mr. Mills is well known to religious in Catholic schools and colleges.

As an assistant to this veteran bookman, Mr. W. A. Heimerl, a resident of Madison, Wis., and a recent graduate of Madison University, with the degree of A. B., enters the service of the American Book Company as an agent in Catholic schools. He will travel in the territory of which Mr. Mills has charge.

#### Bishops' Committee on Education Meets.

A committee representing the National Catholic War Council met in Cleveland to outline an educational program.

The committee comprised Rev. Edward A. Pace of the Catholic University, Washington; Rev. Richard H. Tierney, editor of America, New York City; Rev. James A. Burns, president of the University of Notre Dame; Rev. John R. Peterson, rector of St. John's Seminary, Boston; Rev. Francis T. Moran, pastor of St. Patrick's Church, Cleveland.

The committee will submit a general program of Catholic education to the council for consideration. It is one of three important subsidiary committees named by the council, the others being assigned to publicity and social service.

#### Buys Property for Sisters.

The Rev. Thomas J. Barrett, pastor of the Church of the Immaculate Conception at Macon, Mo., has purchased "Tower Mansion," the residence of the late Col. F. W. Blees. The structure is one of the most interesting in Northern Missouri and was designed by a noted German architect. The building, worth \$70,000, will be remodeled for a Sisters' academy.

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## MUSIC IN THE EDUCATION OF THE CHILD.

Rev. F. Jos. Kelly, Mus. Doc.



REV. F. JOS. KELLY

The object of elementary music instruction is or ought to be education in music; that is to say, such a beginning and such a going on after a beginning, as will lead the child more and more into the world of musical art; opening up to the child himself, first of all, the pure and ever fresh pleasures derivable from music; and, second, giving him the enthusiasm and mastery to lead his associates and friends into a like understanding and enjoyment of music. In this study, as in many others, there are other things to be considered, in the form of control of attention, power to analyze, understanding of relations in the musical part of life; but the fundamental thing, that which ought to order all the elementary education, should be to awaken a true love of music itself, and particularly a love of music in its true aspects and forms. There never was a time when there was so much being done to occupy the child's attention with things which, even if bearing musical names, are nevertheless not music, nor to be recognized upon musical grounds.

There are certain principles which underlie musical training at every point. First, music is a matter of ear and of feeling. The ear is, therefore, the first organ to address and the first to train. Second, the voice is the immediate and natural medium for expressing feeling. The voice is, therefore, the first part of the child to learn music practically. Third, start the fingers to playing as if singing by means of them. Good playing is nothing more than singing with the fingers, the instru-

ment furnishing the tone. Fourth, each distinct element in music should be heard and felt in terms of sound and then reproduced by voice and finger. The intention of all this teaching is to bring the child to a practical acquaintance with music; this can be done with perfect ease as soon as the child has built up, one by one, a conception of the tonal elements which staff notation is to represent. Everything in the mind comes to awakening through sense perception. What the elementary teacher has to do is first to awaken perceptions of tone and combinations arranged for the purpose of saying something.

The crying need of today in the national life of our children is the adoption of the utmost simplicity in teaching. In the art of music, every child ought to be taught to sing first, which, of course, involves the teaching of correct breathing. Taking only the purely physical point of view, the student of singing in the first stage of life develops the vocal and hearing organs, giving to his speech greater depth and sweetness. There is no method that can be relied upon to produce free and deep breathing like the teaching of singing. Touching upon the value of singing for its own sake, we can compare the study with that of a language. In the case of a child learning a language he will pronounce the words slowly and surely, with an accuracy surprising to the listener. The child's receptive faculties are so formed that what he assimilates in his youth he never forgets, and the same remarks apply to singing. In youth the vocal organs are elastic, flexible and susceptible to the slightest impression; the ear receives the sounds and maintains them for a considerable length of time. Moreover, the moral uses of singing as a study are indisputable. Music has always a refining influence, and of all the branches of the art singing is the most suited to children, because it deals with the melodic side of the art chiefly and is, from a musical standpoint of view, the more simple study, avoiding the harmony of modern writing, which, admirable as it is, from a progressive point of view, is too com-

(Continued on Page 498)

### Bishops' Program to Be Graduates' Subject.

"The Bishop's Program of Social Reconstruction" has been selected by the faculty at Notre Dame for the commencement trilogy of bachelor orations next June.

Particular interest is attached to the Bishops' plan at the university because of the fact that it was worked out by priests, bishops and laymen at a session at Notre Dame last summer. Two members of the Notre Dame faculty, Rev. William A. Bolger and Rev. John McGinn, are members of the National Catholic Welfare Council. Father Bolger is head of the economics department at the university and Father McGinn is professor of sociology.

### Non-Catholic Child Enters Parochial School.

A good non-Catholic lady placed her two children, 7 and 9 years of age respectively, in St. Patrick's school, Pueblo, Colo., recently. When asked why she desired to do this, she replied that the Sisters' system was the best; moreover, she had no objection to her children being taught the precepts of the Catholic religion.

Many of our Catholic mothers, and fathers also, might learn a very practical lesson from this good woman.

### Diocesan Superintendents Meet.

An important meeting of the superintendents' section of the Catholic Educational Association was held recently in Divinity Hall of the Catholic university, Washington, D. C. In attendance were twenty diocesan superintendents, eight priests, who are taking a course at the Catholic university to fit them as diocesan superintendents, and the faculty of pedagogy of the Catholic university. The Rev. John E. Flood, LL.D., superintendent of parochial schools in Philadelphia, and chairman of the superintendents' section, presided.

The delegates from the Bishops' committee on education, which had just closed its meetings in Cleveland, reported that it was the sense of the Bishops' committee that state organizations of Catholic educators should be formed and meetings held annually.

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## TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

**Class Discipline.** It is of much importance that a teacher awake early to a keen appreciation of right standards of class discipline. Appalling instances of disciplinary torpidity that can be explained only by supposing a total blindness to glaring faults are to be found well within the three-mile limit.

Discipline presupposes alertness. The supine teacher who is all mildness needs a pinch of Pauline pepper. There she sits! Wrapped all about with an easy tolerance for the short comings of humanity—her own in most marked degree! Does Willie whittle away his time; dropping a whole grade every few years? The poor dear is not very bright. His eyes are poor. He has never been real strong. Does the entire class present an unpardonable lack of interest and scholarship? The school building doesn't face the sun. The children do too many chores at home. The girls eat too light a breakfast, the boys too heavy a dinner. Whatever the criticism, this teacher is beforehand with an alibi. Nobody is to blame. Such things will happen. Go away and let me dream.

The truth is we have in our midst a chronic quietist. She expects little and gets even less. She has been the bane of every school room she attempted to preside over and doesn't know it. She has impeded progress, made class articulation a joke. She is and must always be a heavy burden for her community, a wilderness of despair for pastors and a grotesque caricature of pedagogical authority.

She is all these things and will remain all these until she wakes up and does her part as a director of disciplinary habits. May she become aware even at this late hour, that her worth as a teacher begins only when she holds control of the mind, heart and hand of each member of the class before her. Her awakening is of urgent need and to none will it be come surprisingly welcome than to the so-called bad boy of the parish school. His heart applauds heroic measures that win. He will be the first to ask his school fellows: "Upon what meat doth this our teacher feed that discipline grows great?"

**A Model** A glorious model for the Catholic woman in these changing times is the Joan of Arc. She left the comforts of home life when her country was in danger. She did a man's work, yet kept all her womanly instincts. She lived an army life and kept the purity of a virgin. She marched across France, yet always found time for daily Mass. She ruled rough and uncouth soldiers and refused them permission to fight until after they had gone to confession. She terrified the entire English race, yet feared the slightest venial sin. Her confessor was always by her side.

**Self Defense.** A well known speaker recently noted a marked contrast in American and European colleges, stating that Americans have a tendency to confine their search for knowledge to the class room, while students on the continent gain as much from one another during recreation hours as from the professor's lectures.

Observation proves this statement too sweeping, for our American colleges are known to vary in this respect.

It is natural that where social life is the center of college activity it will fill the majority of free hours, only a few dull moments being allowed for study. Then it is that studying is considered tedious and boring, a subject not to be discussed when considering the pleasure of others. This reduces the allotted study hour to the minimum time required.

Saint Mary's College and Academy, Notre Dame, Ind., has a way of arousing a spirit of good fellowship in study as well as in play. This creates a lasting interest in the progress of other students and promotes a friendly rivalry in scholastic achievement.

However, this most desirable college spirit is not as prevalent in the United States as it probably will be when our institutions of learning are as old as those in the old country.

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See page 427, February, 1919, issue of this Journal.

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## TEACHING CHILDREN TO THINK.

(Continued from Page 470)

the child, who takes up her work with the idea that she will do well if she gives the children a vocabulary:—if she teaches them to read words, (trusting they will learn the meaning some other time); teaches the combinations of numbers, the catechism by heart, etc. Memorizing work which is unintelligible is criminal. The proper order is: first, thought; second, symbols. Books should not be used for at least the first six weeks of the child's school life. The child should see the word in making. Drills have a place but should be kept apart, then the reading or singing class will be a joy to the children.

The child gets his speaking vocabulary without conscious effort. When he enters school his ear has had more training than his eye. New words must be pronounced, seen, and after the fact or object has been presented to him, the thought must be brought into the center of consciousness. Teaching phonics first, inhibits clear thinking. "Word families" are detrimental; they appeal to the memory only and arouse no thought in the child's mind; they are mechanical merely.

True, they learn such combinations as c/at, m/at, r/at, s/at and b/at, rapidly, but what thought content is developed by them? The children's attention is centered on the form not on the content. Symbols are of no use in themselves. They are useful only for what they bring with them. The thought should be in the conscious field; the word in the subconscious area. The written vocabulary should be taken from the most vivid part of the child's spoken vocabulary and be kept within the child's power to think. A word that does not call up an experience is of no use to the child. Chunks of information, pages of memory work impede thought development. If the matter thus acquired remains in the mind of the child at all it does so as isolated or instrumental manner and never becomes a part of the child's life. Any truth formulated in rigid form arrests development and paralyzes the power to think.

When the child learns phonics first, he gets words, not thought, husks not bread. Much of the failure to obtain clear thinking is due to lack of sense training. Urban life denies this fundamental element to the child. Through the senses the child gets an inward picture of the outward world. In the development of thought and consequently in the development of the mind of the child, the cognitive powers, the intellect on the one hand; the will, the emotions and feelings on the other, must all be brought into activity. In this way the thought content of the child's mind is made vital and dynamic, not a memory load. Direction not coercion should be used.

According to Dr. Shields when a child first meets a word, high cortical tension in the visual area is called into play to fix the word in the visual memory. At each subsequent recurrence of the word a lessened attention and a lessened energy are required. Finally the process becomes automatic and the nerve tension required may fall below the threshold of consciousness. After this it becomes increasingly difficult to correct the memory picture which governs the pronunciation and the spelling of the word. It is highly important to correct the memory images before the process becomes automatic. If the attention of the child is called to the spelling and pronunciation of a word the first time it occurs, the result is bad, because the attention is called to the detail before the substance of word has taken form in the brain; it would be like endeavoring to paint a house before the house is built. The new words are sometimes set forth at the beginning of the lesson and the teacher endeavors to have the children master their spelling and pronunciation before they have learned their meaning, thus reversing the natural order; and yet we complain that our children in the eighth grade are unable to think, that they are unable to paraphrase a paragraph, that they are unable to spell accurately or to read fluently.<sup>1</sup>

One of the most valuable methods of teaching children to think is the context method of reading. Again quoting the same author, we read, "The context method of reading rests on the fundamental principle that the context should declare to the child the new or unfamiliar

word. If a blank were substituted for the word, the child should be able to supply the word or its equivalent. In this way he is taught to seek the thought first and always to find the word from the thought. New words must be introduced judiciously in stories which are not only composed of familiar words but whose thought material is interesting to the children and in keeping with their previous knowledge. The thought material must, moreover, be continuous, so that what has been previously read may show the child what to expect." By development of thought we do not mean mere additions to the thought laid on, as it were, from the outside. We mean essentially, reconstruction; it is the transformation of the implicit to the explicit, the latent to the functional, the establishment of new correlations and a new viewpoint.<sup>2</sup>

"We may define problem-solving or thinking as setting up a conscious goal, the attainment of which presents difficulties, and the discovery and recognition of that relationship between the elements of the problem which will lead to its solution." Mental efforts should always be tense, not loose and flabby. Undoubtedly it requires skillful teaching under any circumstances to produce this kind of study, self-reliant effort. One of the great problems in the use of coal and electricity is to reduce the waste, to economize by utilizing the highest percentage of power. So in mental operations.

Everything the teacher does, as well as the manner in which he does it, incites the child to respond, and each response tends to set the child's attitude in some way or other.<sup>3</sup>

Upon examination, each instance reveals, more or less clearly, five logically distinct steps: (1) a felt difficulty, (2) its location and definition; (3) suggestions of possible solutions; (4) development of reasoning; (5) further observation and experiment leading to its acceptance or rejection; that is the conclusion of belief or disbelief.<sup>4</sup>

Thinking is aroused by the perception of something unexpected or peculiar that requires explanation. When the feeling of a genuine perplexity lays hold of the human mind it becomes active and questions the matter because internal stimulation is present. Dewey says that the shock of a question will force the mind to go wherever it is capable of going better than will the most ingenious pedagogical devices unaccompanied by this mental ardor. It is the sense of a problem that forces the mind to a survey and recall of the past to discover what the question means and how it may be dealt with.

Colgrove tells us that in the earlier stages of learning, inductive thinking must precede deductive thinking. Wherever the goal or aim of the lesson is a concept, definition, law, rule or general principle, the thinking of the pupil must proceed inductively. Inductive thinking begins with objects, specific cases, concrete data, individual notions, and through comparisons and abstraction reaches a general conclusion or truth; but the process cannot be a continuous, unbroken inductive process. The child does not attain general truths and laws at one great stride of thought. He gets a very imperfect concept of a class at first, only a glimpse of the truth or law, and must wait for further experience to perfect his knowledge. His first inductions are only partial generalizations. He must act on his imperfect knowledge and test his conclusions by applying them. Miller in the "Psychology of Thinking," p. 185, asks, "What can the elementary school do in the matter of training the child to think, and how can it do it? If the child is to be trained to think he must be given opportunity to consciously adjust means to ends. But the emphasis must fall upon those types of situation in which ends are results that are definitely related to processes from which they spring. All the manual training and industrial activities are from this point of view especially valuable as furnishing the right sort of problems,—he will ultimately come to the appreciation of principles and laws themselves. In nature study also, it is easy to correlate cause and effect in a multitude of simple "situations." Speaking of the child he says, "His training in thinking should begin with a pretty concrete consciousness of re-

<sup>2</sup>How Children Learn, p. 215.

<sup>3</sup>Dewey, How to Think, p. 47.

<sup>4</sup>Ibid., p. 72.

<sup>1</sup>Shields, Primary Methods, pp. 257-9.

sults and the means to secure them; from which should be gradually developed a more generalized sense of the relation between means and ends. . . . The child in the grades should be so trained that before he leaves he has acquired the habit of not taking things as mere brute facts, but of thinking of them as having a background, a setting, a context, as being the results of certain conditions and causes, as belonging to some system or other, and as finding their explanation in some set of relationships within a larger whole. . . . Give the practical interest of the child full and free satisfaction, and you furnish a dynamic basis for the development and rapid expansion of the reflective interest which is more characteristic of adolescence."

Dr. Shields speaks of a "divine discontent" which leads to better conditions. It has ever been so in the history of the evolution of any art or science. Deep thought has not taken place without stimulus or motive. It has always had the practical task of lifting us out of our difficulties. In this way it has been the instrument in securing our proper adjustment to the ever changing conditions of life and time.

Preparedness is a word which has resounded in our ears of late. It applies in education as elsewhere. In order to teach children to think, the teacher must be familiar not only with the subject matter she presents to the child but she must know something of the nature of thought, the mechanism used by the soul in thought productions, the laws of mental growth and development, the importance of giving the child the proper thought content in the psychological order and in accordance with the child's capacity to receive. All this requires a high degree of preparation which she can acquire by right training in the Philosophy of Education, in Educational Psychology, in General and Special Methods together with a thorough familiarity with the regular academic studies.

References: Baldwin, *The Story of the Mind*; Colgrove, *The Teacher and the School*; Dewey, *How to Think*; Dubrey, *Philosophy*; Earhart, *Teaching Children to Study*; Freeman, *Experimental Education, How Children Learn*; Geary, *Psychology of Education* (In Manuscript); Hinsdale, *Art of Study*; Hickey, *The Rosminian System*, Catholic Encyclopedia; Judd, *Psychology of High School Subjects*; McCormick, *History of Education*; McMurry, *How to Study*; Miller, *Psychology of Thinking*; Pace, *Lectures*; Parker, *Methods of Teaching in High Schools*; Tichener, *Outlines of Psychology*; Shields, *Psychology of Education, Primary Methods, Philosophy of Education*; Strayer, *Brief Course of the Teaching Process*; Rosmini, *Del Principio Supremo Metodica*; Wirth, *Association of Ideas*, Catholic Encyclopedia.

#### Dante's Jubilee.

Pope Benedict XV, writing to the Archbishop of Ravenna, regarding the approaching jubilee of Dante, says: "Dante is one of ours. He has gone to the most profound depths of the Catholic faith, and he has sung in a poem, almost divine, the mysteries of our august religion."

\* \* \*

The approaching jubilee must be set for September 14, 1921, the six hundredth anniversary of Dante's death. Dante is now in good standing with the Church, but it was not always so. He opposed the political aims of all the Popes of his time and carried his resentment to the degree of giving most of them a prominent niche in the Inferno. Yet one of these Popes, Celestine V, has been canonized. We recognize Dante's influence in our days as popularizing by his masterpiece, Catholic theology and Catholic philosophy. But he seems to have been personally a rather tumultuous person as a neighbor. His fellow citizens banished him in 1309, and he never returned to Florence.

If money making were the real test of success, we should have no heroes—we should have no poets, no religions, no orators, no priests.

¶You may continue in the teaching profession indefinitely and with more or less indifferent success, without reading or subscribing to *The Journal*, but your efficiency will suffer in direct proportion.

## ANOTHER TRIUMPH for Isaac Pitman Shorthand

Mr. Nathan Behrin creates new world's record on court testimony—writing 324 words gross, and 322 words net, a minute, and made but three errors.

At the Forty-fourth Annual Convention of the New York State Shorthand Reporters' Association, December 30, 1919, Mr. Nathan Behrin created a new World's Record in Shorthand, by writing 324 words gross and 322 words net, a minute. The contest which was held under the auspices of the Certified Shorthand Reporters' Society, had been given wide publicity and was open to all, and writers of all the leading systems competed.

It is worthy of note that the record for solid non-court matter tests in this country is held by Mr. Behrin at 220 words per minute.

The result of this contest furnishes further proof that the highest speed and accuracy is inalienable from the Isaac Pitman Shorthand.

## What the Champion Shorthand Writer of the World says of Isaac Pitman Shorthand

"I have not always been a follower of Isaac Pitman Shorthand, for there was a time, very early in my career, when I took up the study of Pernin light-line and connective vowel shorthand; but after three months faithful study and practice I was convinced that, for simplicity, grace of outline, ease of execution, brevity and legibility, light-line shorthand could never compare with the system of shorthand laid down in the Isaac Pitman text-books. The Isaac Pitman Shorthand does not attempt the outline abbreviations of the Graham adaptation, because the daily experience of the great living writers is that increased legibility results from a restricted use of abbreviation in the outlines of uncommon words. I think that in writing as fully as we do in our system, the hand travels along with more swing, and one can write as in longhand. I have carefully compared the Isaac Pitman system with the Graham and Munson, and I know of the many troubles their writers have to contend with."—*Nathan Behrin, Official Stenographer, Supreme Court, New York.*

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# GENERALIZATION, THE FOURTH FORMAL STEP OF THE RECITATION.

(Continued from Page 489)

This is but a practical application of the same pedagogical principle of ideas before words. Certainly the pupil who has never seen a body of land surrounded by water, has very little idea of an island, while on the other hand one who has seen even a miniature, artificial body of land entirely surrounded by water, has a pretty clear conception of an island, enough to recognize a natural one when he sees it. Paradoxical as this may seem, what he has seen is the eye-glass through which he sees in his mind's eye what he has not seen. Thus is he trained to see the unseen through the seen, the past through the present, the remote through the immediate. Too often text-book ideas are hidden from the child's mind by text-book words unintelligible to it. Now proper oral instruction gives the child these necessary ideas; it clarifies words unintelligible to him and thus enables him to gain a proper conception of the generalizations of the subject-matter.

The third practical suggestion in avoiding the error of beginning a study with generalizations is to let concepts precede concepts. This is only another way of stating the same pedagogical law of ideas preceding words. Knowledge, we have observed, is gained through study from the particular to the general, i. e., from concepts to concepts. Now conception is the simplest form of the thinking process and its aim is to develop concepts from precepts. To reverse this process, to work from concepts to precepts; from finished product to raw material, is fundamentally unnatural and illogical except perhaps in the case of mature minds able to grapple with problems even in an unnatural way. With elementary students it is far more pedagogical and satisfactory to proceed from ideas to words, from oral instruction to text-book study, from concepts to concepts, from particular ideas to finished generalized truths. True, one of the aims of teaching is to lead the child to understand the generalizations, terms, rules, definitions and principles of a subject, but this should be done in a logical, fair and natural way.

This error of restricting the study of a subject to repeating definitions, rules, laws, and principles though not so prevalent as in former times, is still too prevalent in many schools. Perhaps this practice was based on the old pedagogical maxim that "we do not know a thing until we have told it." This is only partially true for we may be able to repeat from mere memory, definitions, laws, rules, and principles of which we have little or no understanding. A thorough understanding and practical application of these is far more important, far more practical, far deeper than the mere superficial parrot recital of them. We must know generalizations, the frame-work of a study but in themselves these are as imperfect as the mere framework of a building. Important and essential as they may be, they are after all only the outlines or skeletons which must be rounded out, with finished significant thoughts and comprehensions. Just as the mere framework does not make a finished home, so also the mere generalization of a subject does not give one a thorough knowledge of it. You can not develop a great intellect by feeding it on generalizations any more than you can develop moral excellence or Christian perfection by feeding it on the mere recital of the commandments or Christian virtues.

Restricting the study of a subject to generalizations is robbing the student of the proper educative process enabling him to make his own generalization and practical application. By this erroneous method of teaching, the pupil may be able to repeat the rules for extracting cube and square roots and yet be wholly unable to find the cube or square roots of a given number. Similarly, he may be able to repeat grammatical rules and still be unable to speak or write a grammatically correct letter or composition. In fact this is the very reason why so many grammar school graduates are so deficient in grammar and arithmetic in the simplest practice of everyday life. We should therefore not only know the generalizations of a science, but we should also be able to derive, understand and apply them advantageously.

Now efficient teaching makes neither of these errors. It develops definitions, rules, and principles from indi-

vidual processes and enables the learner to apply them advantageously. The child who has been efficiently taught will not only know how to solve problems, but will also be able to solve them as they arise in his daily tasks. Similarly will he not only know the laws of health and the laws of God, but also will he take good care of his body and soul.

Generalization we must have. It is a paramount aim of instruction. "It is," says Hamilton, "the north pole of the teaching process. To it the pedagogic needle must ever turn and by it the mariner on the sea of knowledge must be guided." It completes the inductive process ramifying through presentation and comparison. Properly understood and applied, generalizations are the finished product of any branch of study. It is the mind's store of knowledge condensed into definitions, laws and principles of the most finished, most highly polished, most cultural products. The greater one's stock of generalization, the greater one's erudition, the better is he qualified to acquire, comprehend and assimilate new truth and to transform the unknown into the known.

## THE IDEAL PRIMARY TEACHER.

Sister Vivian, O. S. B.

Educators have written of her, young women have dreamed of her, children have longed for her; but how many of us have actually met her—the ideal primary teacher? She is not an elusive being nor an overdrawn character of the imagination, however; she is a very real and a very lovable person with a vivid personality, a superior education, and a broad and skillful method. Fortunately, very fortunately indeed, the old-time idea that any one could teach the primary grades, that anyone, whether educated or uneducated, qualified or unqualified, would do to train the babies has died out with other false notions in regard to teaching. Everyone realizes now that although a college teacher may be made a college teacher, a primary teacher must be born one. She will possess, among other virtues, fine innate qualities that will be the test of her efficiency.

First, she will be religious; that is, she will have a great love for all things spiritual. Her religion will be so great a part of herself that without any effort whatsoever she will constantly be drawing the children to love and to feel the way she does. She will be spiritual, too, in the sense that will love all the higher things of life; she will delight in prayer, in nature, in beautiful art, and in literature.

Secondly, she will not only have deep, true love for children, but she will be child-like herself. "A little child shall lead them," we read. This "little child" is the primary teacher. She will, therefore, possess all the characteristics of childhood; she will have the spirit of play embodied in a vivid imagination, and the spirit of optimism in that she will always be cheerful and happy when in the presence of her pupils. Every teacher knows that in the class room the only things more infectious than discontent and gloom are contentment and cheerfulness.

Thirdly, the primary teacher will have an inexhaustible amount of patience. She will have to repeat and explain over and over, day after day, without showing the least signs of annoyance or irritation. An acquired patience might be of great benefit for a time, but in the end the teacher with the God-given virtue will succeed.

Fourthly, she will be gentle. Children, as we know, are clever imitators. They will soon, only too soon, imitate the manners, gestures, and voice of their teachers. Of how much importance is it then that the primary teacher should possess a composed manner and a soft, gentle voice?

The last gift with which we shall expect the primary teacher to be endowed is the divine gift of humor. Without this gift, the most religious, patient and gentle teacher will not succeed in getting all the joy and gratification out of her class that the children have to give. The gift of humor is truly and divine and a blessed one!

The training of a primary teacher is also of vital importance. Since we no longer believe that any one who has just finished her grammar grades is fit to teach the little tots, we realize that if any one needs a professional training it is the primary teacher. After her academic

(Continued on Page 498)

## HEALTH HINTS.

## HEALTH TEACHING MUST BE POSITIVE.

All successful health education must be positive, rather than negative. This and other principles underlying the teaching of hygiene are explained in Teaching Health, a pamphlet just issued by the U. S. Bureau of Education.

The pamphlet says:

"We must learn to think of health in terms of strength and beauty and joy, rather than weakness and disease. We must imbue the attainment of health with the spirit of a glorious game, following the laws of health as we would obey the rules of the game. 'Thou shalt!' must take precedence of 'Thou shalt not!' We must not say 'Don't forget to brush your teeth or they will decay and you will have a bad digestion.' Rather, we must say 'Brush your teeth regularly so that you may enjoy the feeling of a fresh, clean mouth, and have a sweet breath, and a fine shining set of strong teeth!'"

## By Personal Example.

"Next, health must not be taught didactically, but by personal example and object lesson. Frequently it must be taught indirectly rather than directly. The child has no interest in health for health's sake, and it is not unnatural that this should be so. But every girl desires to be beautiful, and every boy desires to be strong and athletic, and the wise teacher will build on these natural interests of the children, and inspire them to do the things which will result in physical beauty and strength.

## Can Be Introduced in Every Lesson.

"The teaching of health, moreover, can not be confined to any one lesson period, but can be introduced into almost every study in the curriculum. It is often chiefly a matter of emphasis rather than formal instruction. The consideration of questions of diet, of ventilation, of the spread of transmissible disease, are all important, but it may be desirable to treat of them in connection with work in domestic science, in physics, or in nature study. History, civics, English, and geography all offer opportunities for the inculcation of health lessons. The important thing is that teachers themselves shall have acquired the hygienic point of view, so that they will be able to see and make use of these opportunities.

## Definite Time Should Be Allowed.

"Finally, a definite amount of time should be allowed every school day from the kindergarten upward for health inspections, the discussion of health problems, and for other health activities. In the lower grades this time should be devoted wholly to the promotion of health habits. It is the what rather than the why which should be impressed on the younger children. With the older children, the reasons for health rules take more prominence, and in the upper grades the habits which have been formed in the lower grades should be reinforced by accurate scientific knowledge. The material of instruction in hygiene should be taken from life; and textbook instruction, if any, should be merely incidental. In the upper grades the pupils should be interested in public health movements, and much information of personal value can be thus indirectly conveyed. For instance, in studying the phases of the campaign against tuberculosis, the pupil learns many facts about the disease and its prevention, with the advantage that his attention is directed outward and is not morbidly turned upon himself.

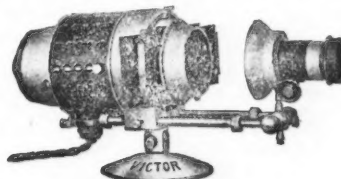
"We have been too much accustomed to regard health as something arbitrarily given or withheld from us by Providence—something over which we ourselves have no control. We now know that in order to obtain health we must earn it by obeying the laws of health."

## Temperature.

Dr. B. Ward Richardson found, after long experiment and practice, that 64 degrees F. is the best temperature in which to conduct mental labor. If the temperature falls much below this, the mind becomes drowsy and inactive; if it rises much above this, there is a relaxed state of the body and mind which soon leads to fatigue and exhaustion. It is important that the temperature be the same in all parts of the room, and that it be steadily maintained.

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## MUSIC IN THE EDUCATION OF THE CHILD.

(Continued from Page 491)

plex for young minds. Singing is the spontaneous gladness of youth, the unrestrained hymn of the dawn of life, and never so sweet a sound has been heard as the unadulterated joy of a child's song. Only a child sings from pure joy. Let us keep the atmosphere of beautiful song before our children, substituting such appropriate music as the folk-song, for instance, for the indescribable comic element, too often alas, chanted out by little treble voices, unaware of the ugliness of what they are singing.

May I also plead in behalf of our very young children that even the tiniest should combine ear-training with the elementary theory of music from the very first. There is nothing that children enjoy more than a guessing competition at intervals. At first, often the guesses are very far from the mark, but very soon the ear-training tells, and this knowledge of intervals, so easily inculcated, will be invaluable to them in later years. Theory and practice should progress side by side. As they grow older the blackboard is of immense value. They may write notes on the board, which is the final stepping stone to writing on real music paper, which is always held out as the ultimate aim and highest point to be reached. These simple methods cause children to look forward with pleasure to their theory lesson and the fresh interest that it arouses in the practical work, which they are sometimes inclined to call dull, is quite astonishing. Thus one accomplishes the principle object of music, which is to develop in the minds of children a true love for the art without which, however perfectly equipped technically, they can never be true musicians.

When we begin to train a child in music, if we mean to lay a foundation for real musical life later on, we have to begin at once with the refined and sensitive ear perceptions, through which he will later on obtain his musical delight. The central and ruling principles for the early musical training of the child are two: First, to teach him to hear music with his ears, to follow the harmony, the melody, the rhythm, the modulation; in short, to actually hear the music at first only in small part, later on the whole of it. And to learn to recognize the tonal beauty of music. The other part of the musical training of the child consists in teaching him to play and sing music, not only musically, but also for intelligent and sympathetic expression of the very moods that the composer intended. In other words, to build up that part of the child-mind the sense perception, which in early life is fresh, full of new enjoyment, and withal, the main source of opening up the mind and of setting it into activity. The influence of musical education upon the young results in engendering refinement and self-discipline, an orderliness of mind which is the outcome of putting proper things in proper shape and in their proper places in the mind.

It is in the kindergarten that children should receive their first introduction to the school song, where in the spirit of play the song stories and games unconsciously establish the foundation principles of music, rhythm, melody and harmony. Children are quickly responsive to surrounding influences. When the child reaches school age much has already been done to create a taste for, and an ear to appreciate, the good in music by the beautiful lullabies sung by the mother. Nature songs planned in keeping with the seasons cannot be introduced too early and as long as possible form a part of the song program. Whatever contributes to the pleasure and the enjoyment of the children, and will open their eyes to see the beauties of the world about them, and of heaven above them, and train the ear to catch the melodies of outdoor life, should be continually presented in song. Of course, here also the religious element should not be lost sight of. The song stands as the foundation out of which grows the power of independent thought, a stepping stone to staff notation. It is the basis of ear-training and of rhythmic work. There is thus a judicious blending of the technical, the practical, the inspirational and the religious, for all the aim of school music is to create musical power through the habit of concentration.

If the teaching of songs to children is conducted with earnest thought, and clear insight, and if is adapted to the mind under instruction, it will not only arouse and stimulate the music character, but will train the child-mind along many practical lines, and such qualities as accuracy, quickness of thought and retentiveness of memory will be developed. There is need, however, for the

development of some other qualities than these practical ones. Music founded on these lines alone would miss half of its beauty and attractiveness. The imaginative faculties must have their share of nourishment, and to give it to them we must seek out another elemental child instinct—the love of listening to an interesting story. As children's interest is stimulated and the practical side of the music character developed by games and drills, so the use of songs and stories do the same office for the imaginative and poetical side. A little story or song woven around some dry theoretical fact, while it does not alter the fact in the least, makes it much pleasanter and easier to understand and remember.

Music is a language, a powerful vehicle for thought and feeling. To children it should be the joyous expression of the interesting and beautiful in life. If music be not brought to our children upon a plane beyond that of a mere sensuous impression, as a tinkling combination of pleasing sounds in time and tune, this pseudo-music may become a potent factor for harm, adding one more element of mental dissipation to the modern life, so greatly in need of concentration and sincerity in thought and expression of every kind. A thoroughly rounded musical training involves discipline of mind and character, as well as the most commonly recognized development of artistic power in the child. There is something most vital to artistic power, gained from the daily striving on the part of the child, to understand and express true beauty; that is, an ability to hold to an idea and grow constantly in its realization. Make children realize that music is a joyous something within them. Shall we not give to children this magic speech, this golden tongue to which the heart of nature and humanity still yields responsive?

## THE IDEAL PRIMARY TEACHER.

(Continued from Page 496)

training she will begin her study of Psychology of Education, Philosophy of Education, History of Education, School Management, and Methods. The best that any college has to offer will not be too good for the woman who is preparing to teach in the primary grades.

Nowhere, throughout the whole course of teaching, is the child's dependence so great as in the primary grade. It is the duty of the teacher, therefore to decrease this dependence by increasing the child's knowledge. At the end of the first six months of teaching the ideal teacher will succeed in accomplishing the following things: First, she will have enabled the child to look upon school as an enlarged home. She will not expect the children to keep an enforced silence or a rigid attitude all the time that they are in the classroom. She will very slowly wean them from the freedom of home to the freedom of the school. Her children will be obedient because they want to be, because they love their teacher as they do their mother. Second, she will have developed the child's power to adjust himself to his surroundings. Third, she will have taught the child to cooperate with the others and with her, and by so doing she will have succeeded in obtaining team work. Fourth, she will have enlarged the child's speaking vocabulary; and fifth, she will have developed a limited written vocabulary in the child.

The success of the last two points depends very much on the reader that the teacher uses. As the reader is the only text book placed in the hands of the beginners, it is of grave importance that the teacher be careful in selecting this book. A well known educator has said that a good reader should contain a clear and interesting thought content, a method that corresponds to the child's mind, mostly action words, and a central thought properly orientated. Any teacher who uses a reader that does not contain these qualities will find herself rather severely handicapped; therefore she will not force upon her pupils those readers that pay little or no attention to the thought and very little attention to the sequence. She will credit her six-year-old pupils with having more intelligence than the writers of many primary readers think they have. She will not, for instance, insist on their reading pages that contain not more thought than that following, which is quoted from a popular primary reader:

I see a dog.  
You see a dog.  
I see a dog and a ball.  
Can you see a dog?  
I can see a dog.  
I see it. I do see it. Etc.





## HUMOR OF THE SCHOOL ROOM.

## Precocious Tommy.

On the last day of school I gave our neighbor's small boy a bouquet of flowers to take to his teacher. On returning home from school I said to him, "Well, Tommy, did you give your teacher the flowers?"

He replied: "No ma'am, I met Jane and she looked better to me than the teacher, so I gave them to her."

## Turnip Time.

"It's disgraceful the way children are taught!" she began, with a painful disregard of tact and diplomacy. "Their studies are so jumbled together that they don't know when they have finished with arithmetic and taken up geography. The other day Bessie came home and said that the teacher had stopped in the middle of the singing lesson, right in the middle of a song, to ask how many turnips were in a peck."

"You must be mistaken," excused the astonished principal.

"No, ma'am, Bessie told me, and Bessie never lies," said Bessie's mother, with a complacency that irritated the atmosphere.

The teacher was sent for. She denied that she had interrupted the music lesson to satisfy her curiosity in regard to turnips and pecks. She went back with unkindly feelings, but three minutes later she returned, smiling.

"I know now what she meant," said she. "I asked the children how many beats there were in a measure."

## Botany Revised.

A teacher asked a class of grade pupils for compositions on the violet. On looking over the written compositions she found the following: "The violet has sepals, petals and a gun." Perplexed, she called the author to her desk and asked what he meant by saying that the violet had a gun. He explained: "Why, you told us that the violet has sepals, petals, and a pistil, and I couldn't spell pistil."

## The Higher Education.

Melvin had just returned from college. His education was evident in his every remark, and his mother appreciated it.

"Mother, shall I extinguish the light?" he asked his mother the first night.

"Why, now, what do you mean?" she asked.

"That means, shall I put the light out?" he said.

"Oh, surely, my son."

The next morning he asked: "Mother, may I read you a narrative?"

"Why, what does that mean?" asked the mother.

"Simply that I would like to read you a short tale," answered Melvin.

"Surely, read it," answered the mother.

That night at a reception a dog ran into the room and the good mother said: "Melvin, please catch the dog by the narrative and extinguish him."

## The Teacher's Oversight.

The new school teacher in a rural town gave a boy a question in compound proportion for home work one evening. It included the circumstance of "men working ten hours a day to complete a certain work."

The next morning the teacher, in looking over the little pack of exercises found this boy's sum wholly unattempted. Calling him to her, she asked why he had not tried to do the sum.

The boy, after considerable fumbling around in his pockets, brought forth a note from his father and handed it to her. Unfolding it, the teacher read:

"Miss—I refuse to let my boy do his sum you give him as it looks to me to be a slur at 8-hour sistum enny sum not more than 8 hours he is welcum to do but not more."

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## BOOK NOTICES.



**History of the United States, for Catholic Schools.** By Charles H. McCarthy, Ph.D. (U. of Pa.), Knights of Columbus Professor of American History in the Catholic University of America. Cloth, 538 pages; copiously illustrated with cuts and maps. Price, ..... American Book Company, New York.

Long ago complaint was ripe that many writers of books resemble chemists who compound preparations by pouring from old receptacles into a new one. The method has been much in favor among manufacturers of school-books, especially histories; but here is a history which gives the impression of an original work in so far as a history is entitled to that description. Dr. McCarthy has not depended upon the productions of other compilers, but consulted primary authorities. Not only has he assembled materials at first hand; he has used his own trained and reliable judgment in their selection and presentation. The result is a history remarkable for freshness of interest as well as breadth of view and clearness of statement—the work of a historian rather than a mere artificer of text-books. It is safe to predict for it a high place in the esteem of the more discriminating portion of the American people.

**St. Joan of Arc. The Life-Story of the Maid of Orleans.** By Rev. Denis Lynch, S. J., Author of "The Story of the Acts of the Apostles." Cloth, 348 pages. Price, \$2.50 net. Benziger Brothers, New York.

In the wide range of human history it would be difficult to find another heroine whose biography affords so much to arouse attention, inspire enthusiasm and enchain sympathy as that of the young girl who, aroused by patriotic zeal and religious fervor, abandoned the peaceful vocation of a shepherdess for that of leader of the armies of France, and rescued her beloved country from the grasp of foreign invaders. The portrayal of her career has been undertaken by many writers, some of no little note. Father Lynch possesses qualifications for the task which most of the others lacked. In his hands the marvelous story loses nothing of picturesqueness or grandeur but gains in beauty and spiritual significance. The volume is illustrated with well-executed half-tones of numerous works by famous painters and sculptors representing the Maid as Shepherdess, as warrior and as martyr.

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**Games to Teach Correct English to Little Ones.** By Emma Watkins, Primary Instructor Elementary School, Observational School, State University of Iowa. Cloth, 54 pages. Price, \$1. Clio Press, Iowa City, Iowa.

"Watch Your Speech" and "The Play's the Thing" are mottoes accorded prominence in this dainty little book, the aim of which is to drill young people in the use of correct, idiomatic forms of expression by a system of instruction which enlists their interest because it wears the guise of play. "Constant repetition," the author premises, "creates habits; unconscious bad habits are hard to break." Unconscious good habits are equally tenacious, and herein lies the value of the results her method aims to secure. Theorists there are who see objections to making work seem like play. Undoubtedly it would be inadvisable, even if it were practicable, to eliminate all tasks at school. But this is no argument against making study as easy and as pleasant as possible, for tasks, and hard ones, there are sure to be. There is an important advantage in Miss Watkins' system from a strictly educational standpoint—that it arouses keen interest on the part of the pupils—promotes that mental alertness which is an indispensable condition of intellectual improvement, and therefore is beneficial apart from the immediate object in view. So confident is the author in the fundamental principle of her system—that of substituting play for work in imparting simple language lessons—that she says: "The less the children realize these games are for teaching correct English, the more effective the games will be. Play is the essence of the games." The games are not to be played too long, and the teachers are to play the games with the children. The idea on which Miss Watkins proceeds is not new. Absolute novelty in instructional expedients in this age of the world would be hard to achieve. The idea was inherent in the game of "Authors" and other similar diversions popular half a century ago—and are not all games more or less conducive to the acquisition of skill that is applicable in the serious affairs of life? Did not Wellington assert that the practice of manly sports on the playgrounds of Eton and Rugby helped to win the battle of Waterloo? The Watkins games are well conceived, and many a teacher who uses them will be likely to frame others on their model.

**Great Deeds of Great Men.** By Evie Corney and George W. Dorland. Cloth, 236 pages; illustrated. D. C. Heath & Co., New York.

Fifteen discoverers, explorers and conquerors in the long interval between the Sixth Century before Christ and the present time, beginning with Darius and ending with Peary, are selected as the heroes of this series of biographical sketches primarily intended for young people in the intermediate grades. The book is inspiring and sure to create in the minds of those who read it a desire to make further acquaintance with history.

**Across the Stream.** By E. F. Benson. Cloth, 347 pages. Price, \$1.50 net. George H. Doran Company, New York.

One outcome of the great war, more noticeable in Great Britain probably than elsewhere, has been a revival of discussion regarding the possibility of communication between the spirits of those who have passed the river that separates this world from the next and those who still remain in "the life than now is." Sir Oliver Lodge, Sir Conan Doyle and other well known writers have avowed themselves believers in the possibility of such communications. Now comes Mr. Benson, weaving a series of mystical imaginings on the subject into the form of a novel. There are those who will have no patience with this story—and also those who will consider it a work of absorbing interest.

**Our Own St. Rita. A Life of the Saint of the Impossible.** By Rev. M. J. Corcoran, O.S.A. Cloth, 187 pages; illustrated. Price, \$1 net. Benziger Brothers, New York.

St. Rita, born in the little town of Roccaporena, in Umbria, Italy, in the year 1381, was noted in that vicinity for the humility and beauty of her Christian character. Attracted by the example of St. Augustine, her early desire to enter a religious order was thwarted by her parents. She married at eighteen, becoming the mother of two sons. But her husband was murdered while from home on a journey, and her sons were taken away from her by illness. A widow and childless, she sought to enter a convent at Cascia whose sisterhood lived under the rules of St. Augustine, and after repeated denials was received at the age of thirty-five, passing forty-one years as a devoted member of the order and dying at the age of seventy-six in 1457. Her canonization took place in 1900 during the pontificate of Leo XIII. The story of her pious life, of the wonderful preservation of her body after death, of cures wrought upon stricken believers who touched her coffin and offered prayer with hearts of faith, is narrated by Father Corcoran with simplicity and fervor.

**Office Training and Standards.** By Frank C. McClelland. Cloth, 283 pages; illustrated. Price, to schools, \$2 net; pamphlet edition, in 17 numbers, \$2.40 net. A. W. Shaw Company, Chicago.

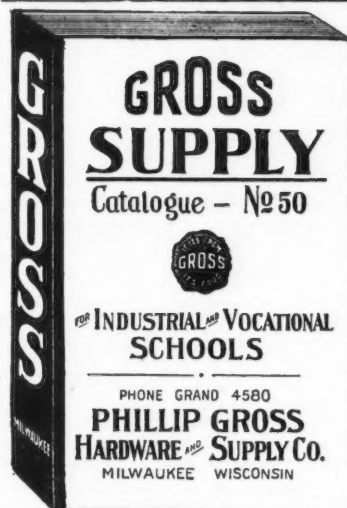
The object of this volume is to teach the purpose and the work of the business office as the pupil will find it when he enters the world of actual affairs. Nothing in the book is hazy; every chapter goes into the minutest detail necessary to a working knowledge of the subject. For instance, under "Handling Correspondence" and "Stenographic Work and Standards" the learner is taught not only how to write business letters, but why letters of certain kinds must be written; how to analyze the mail; how to route it to the proper departments; how to make the dictation and transcription fully effective, and other minutiae of office routine pertaining to receiving, answering and sending out mail matter. Filing, purchasing, selling, ordering, shipping and traffic, accounting and finance, as well as the problems of the employment departments, are taken up and explained with the same breadth and thor-

oughness. The charts, diagrams and photographic reproductions which form the illustrations give a clear idea of the apparatus of the modern business office

**Convent Life.** The Meaning of a Religious Vocation. By Martin J. Scott, S. J., author of "God and Myself," "The Hand of God." Cloth, 316 pages. Price, \$1.50 net. P. J. Kenedy & Sons, New York.

Primarily written for Americans, this book is pronounced by Rev. Joseph M. Woods, S. J., of the Woodstock theological faculty, the best work on this subject in the English language: It embodies a practical and lucid consideration of all the aspects of convent life, from the marks of a religious vocation to the ideal of the perfect religious. The illuminating glimpses of history which it affords go back to the days when there were no slums, because the Catholic faith pervaded all Christendom, and every monastery and church was a relief station for the poor. Speaking of modern times, Father Scott observes: "What do we mean nowadays by social service? The name is new, the idea is as old as the Church. It means voluntary work among the poor, the ignorant, the sick, the helpless, the wayward and the criminal. Its purpose is to appeal to the souls of men by relieving their bodily ills." "The object of true social service is to bring the light of Christ into the souls of men. Under that light misery disappears. Under that light the meanest beggar realizes he is a child of God. Knowing that he is an heir to the Kingdom of God, his privations are not misery, his lowliness is not inferiority. He is a brother to the loftiest of the earth." "The social service sisterhoods aim at that. While ministering unto the needs of the body, gently and helpfully, they make these ministrations serve the higher good of enlightening the mind and healing the soul." In his graphic portrayal of the mission of the teaching sisterhoods, Father Scott says: "Of all agencies employed by the Church of God to carry on the work of Jesus Christ, none is more essential than teaching. Abolish the religious school and soon there would be little need of our churches—they would be empty. The children of today are the men of tomorrow, and if today they receive no religious instruction, tomorrow they will attend no religious service. And well do the enemies of religion realize that. In every attack on the Church, the hardest blow has been struck at the Christian school. Religion knows that if it has the child it has the man. And so does the Church." Father Scott adduces evidence attesting the high standard of scholarship maintained in Catholic parochial schools, and in this connection quotes a letter written by a New York school inspector to the New York Sun, in which the writer says: "In all the parochial schools I visited, I was invited to examine the classes in any subject contained in the curriculum. Very few were below the standard, while the large majority were superior to the public schools." Red Cross Sisterhoods and sisterhoods of prayer and atonement are treated of in separate chapters, and the volume concludes with an enumeration of the sisterhoods and brotherhoods in the United States, and the nature of their work.

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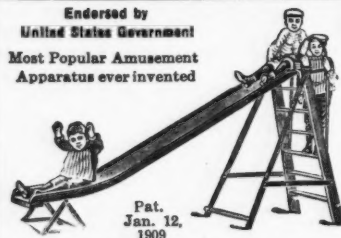
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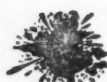
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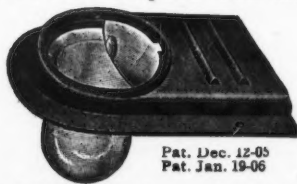
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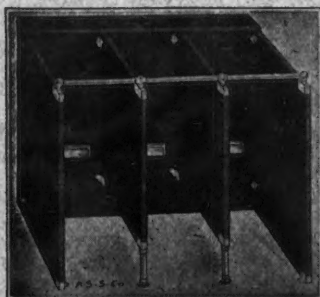
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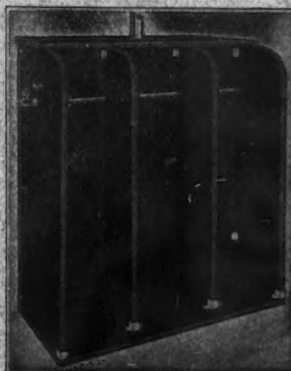
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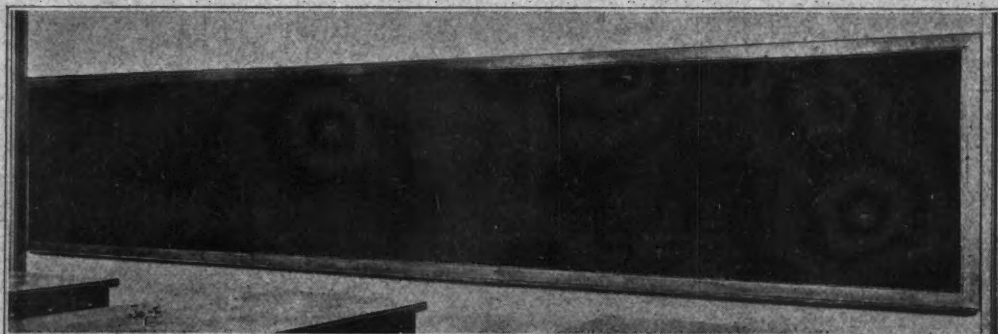


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Natural Slate Blackboard in the Central High School, Philadelphia. Photographed in 1918, after fifty-five years of efficient service.

Smooth as Velvet  
Not a Penny for Repairs  
In every day use since 1863

Think of the millions of chalk-marks that have been made, erased, and made again and again on the velvety-smooth slabs of Pennsylvania Slate illustrated above.

It would be difficult to produce a more decisive argument in favor of Natural Slate as the best material obtainable for permanent and satisfactory blackboard service.

Natural Slate Blackboards do not shrink, crack, warp, or bulge. They have no veneered surface or coating to chip, dent, peel and be periodically renewed. They contain no pulp or composition to warp, bulge and disintegrate from the effects of heat, cold, dampness and time.



Entrance, Central High School, Philadelphia. The Board shown above was installed ten years after erection of the building, to supplant the first boards which were of painted pine.

## PYRAMID BRAND NATURAL SLATE BLACKBOARDS *Outlast the Building*

Velvety-smooth, exact in size, with every production operation carefully standardized. Branded with the Pyramid Trademark as a guarantee of superiority. Prompt shipment to all points.



"Write for Natural Slate for Blackboards by D. Knickerbacker Boyd,"  
Architectural Advisor and Structural Standardist. — A valuable  
reference manual for School Boards and Architects.

Origin and Geological Data  
Characteristics  
Preparation and Finishing

### CONTENTS:

Correct Heights  
Setting — Ordering  
Specifications



## NATURAL SLATE BLACKBOARD COMPANY

HEADQUARTERS: PEN ARGYL, PA.  
MILLS: Slatington, Windgap, Pen Argyl, Bangor

